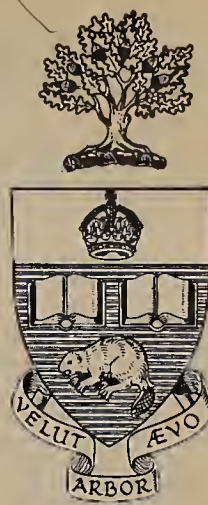


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ACULTY OF EDUCATIO

University of Toronto

formation Bulletin

APPLY EARLY

DATES TO REMEMBER (see details above)

Further information or an appointment with the Admissions Officer, contact
Admissions, Faculty of Education, University of Toronto, 371 Bloor Street West,
Toronto, Ont. M5S 2R7 416-928-5093

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PREPARATION FOR A TEACHING CAREER

REQUIRED PREPARATION

An acceptable university degree from an accredited degree granting institution. Generally, a degree, to be acceptable, must be not less than three years, 15 full year courses, after Ontario grade 13 level and in an academic field, not in education. Only two full courses in education will be accepted in a degree considered for admission purposes. There is *no* transfer of education credits and no credit for work or related experience in the education field. An applicant is advised to have prerequisites for *two* teaching subjects. See page three.

ADVISED PREPARATION

- Work with children or adolescents
Familiarization with the schools through:
a) volunteer programs
b) visits to schools

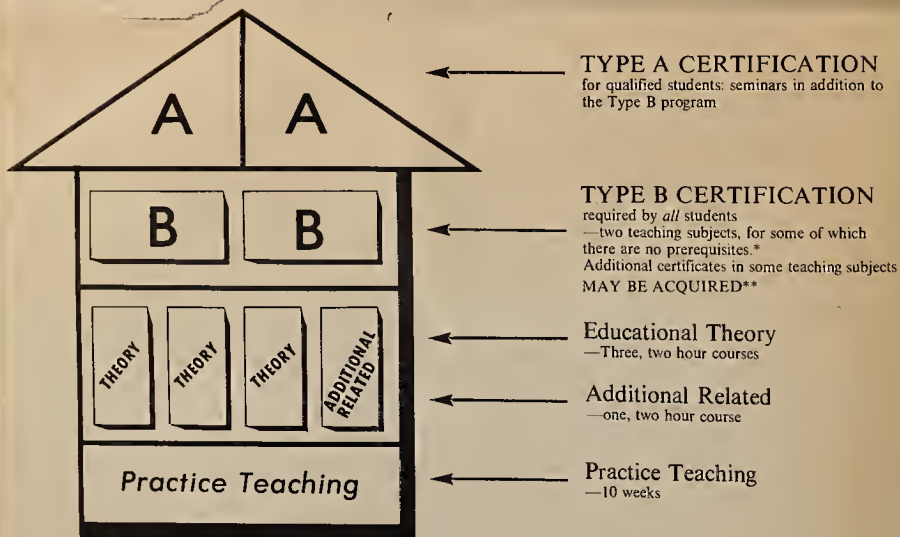
School Observation Period

It is advisable for all those who intend to become students in the one-year program of the Faculty to spend a period of time in a school in order to observe organization, daily routines, and various teaching activities and techniques. The most appropriate time for this observation is in the spring prior to registration at the Faculty. Permission must be obtained beforehand from the principal of the school concerned.

- c) teaching experience
— Educational Background
a) courses in subjects taught in the schools
b) courses in subjects useful in a teaching career
c) prior awareness of certificate and category requirements in your degree program
d) select the level you would like to teach—elementary or secondary

THE FACULTY PROGRAM

For the B. Ed. Degree and Basic Academic Certification



*Non Prerequisite Teaching Subjects

Business Education (counts as two)
Dramatic Arts
Elementary Education
Industrial Arts
Physical and Health Education
School Librarianship

**Teaching Subject Certificates

Art Education	Home Economics
Business Education	Industrial Arts
Computer Studies	Music
Counsellor Education	Physical and Health Education
Dramatic Arts	School Librarianship
Elementary Education	

For Information on the Technical or Occupational Certification Program contact the Technical and Industrial Arts Department of the Faculty.

For information on the Institute of Child Study Diploma Program, contact the Institute of Child Study, Faculty of Education, University of Toronto, 45 Walmer Rd. Toronto, Ont. M5R 2X2

PROGRAM COMPONENTS

PART I — TEACHING SUBJECTS

In the assessment of prerequisites please note that: ONE FULL UNIVERSITY YEAR EQUALS 15 CREDITS; ONE FULL COURSE USUALLY EQUALS THREE CREDITS.

Subject	Prerequisite credits in the subject concerned	Subject	Prerequisite credits in the subject concerned
300 Art Education	6 university credits or approved post-secondary equivalent	385 Geography	6 university credits
305 Business Education	no prerequisites MAY BE SELECTED ONLY AS TWO TEACHING SUBJECTS	390 Geology	9 university credits
345 Computer Studies	Acceptance into either Mathematics or Science	395 German	6 university credits
355 Counsellor Education	15 university credits in Psychology, Sociology, Economics or related fields, at least 6 of which must be in Psychology	400 Greek	6 university credits
485 Dramatic Arts	no prerequisites	405 History	6 university credits
360 Economics	9 university credits	410 Home Economics	15 approved university credits
365 Elementary Education	no prerequisites Applicants selecting Elementary Education should select Course 232 as one of their three Educational Theory courses.	415 Industrial Arts	no prerequisites
375 English	6 university credits	420 Italian	6 university credits
380 French	6 university credits	425 Latin	6 university credits
		430 Mathematics Education	6 university credits
		435 Music, Vocal	6 university credits or background
		440 Physical and Health Education (Women)	no prerequisites
		445 Physical and Health Education (Men)	no prerequisites
		450 Political Science	9 university credits
		455 Psychology & Sociology (Man in Society)	9 university credits—the Type B subject taken with Type A
			Psychology, Sociology, Anthropology
		460 Russian	6 University credits
		465 School Librarianship	no prerequisites
		466 School Librarianship	B.L.S. degree
		470 Science	6 university credits
		475 Spanish	6 university credits

NOTE:

Type A Students

When selecting subjects in the Type B program, a student for the High School Assistant's Certificate, Type A, must include the subject or subjects of the Type A Certificate.

PART II — EDUCATIONAL THEORY COURSES

a) All students will take the course *Structural and Legal Bases of the Ontario School System 201*

b) In addition, a candidate will take six hours of lectures per week in Educational Theory courses offered by the departments of Educational Administration, Educational Psychology, and History. Philosophy and Sociology of Education. *No more than four hours may be taken with any one department.* Each course is two hours.

Educational Administration

Program Organization 202

The Individual Student and the School Program 204

Administration in the Modern School 205

Evaluation of Student Performance 206

Individual Research Project 207

Administration within the School System 208

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The Child—at Home, in School and in the Community 232
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Psychological and Performance Evaluation of Student Performance 234

History, Philosophy and Sociology of Education

Comparative Education 260

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Introduction to Progressive Education 263

Education and Society 264

Sociology of Education 265

Values in Education 266

Individual Research Project 267

Authority and Freedom in School 268

Issues in the History of Canadian Education 269

Cross-Cultural Education 270

Modern Philosophies and Education—271

History of Educational Thought in Western Culture 272

PART III — PRACTICE TEACHING

Students will be assigned for ten weeks to schools approved for practice teaching in their elected teaching subjects. Practice teaching is conducted under the joint tutelage of appointed associate teachers and the teaching subject departments. A student absent from scheduled

practice teaching assignments may be required to make up the deficiency at the end of the session. Special preferences in practice teaching assignments may be requested at Registration.

PART IV — ADDITIONAL RELATED COURSES

These courses offer students the opportunity to concentrate further on one of their teaching subjects or to pursue an interest in another teaching subject or in the field of general education. The course selected need not relate to a teaching subject selection.

Art Education

Design Education 114

Art and the Humanities 138

Computer Studies

Computers in Education 106

Counsellor Education

The Contemporary School Counsellor 150

Dramatic Arts

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Educational Media 107

Speech and Personal Communication 143

Educational Psychology

Preparing Effective Instruction 116

Psychology of Communication 117

Socialization and Identity 154

English

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Geography and History Programs in Elementary Education—Grades 7 and 8 161

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Industrial Arts

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Mathematics 157

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Recent Developments in Modern Language Teaching 102

Music

Music for Elementary Schools—Grades 7 and 8 131

Physical and Health Education

Current Health Problems in North American Society 105
Outdoor Education 115
Physical Health Education for Elementary Schools 132

Science Education

Environmental Studies 109
Science Programs in Elementary Education 140

COURSE DESCRIPTIONS

TEACHING SUBJECTS — TWO TO BE SELECTED

Art Education

Students are advised not to elect Art Education 300 unless they have studio-oriented experience in one or more fields of visual arts.

300 *Art Education* (8 hours). Three major areas of study: history, philosophy and current practice of Art Education (2 hours); instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development (4 hours); history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools (2 hours). On successful completion of *Art Education* 300, and depending on credit background, a student may be recommended for the appropriate Ministry of Education Certificate in Art, not to exceed the Intermediate level.

0100 *Seminar in Art Education* (2 hours). For Type A students in Art. The development of curricula for senior classes; facilities and administrative arrangements for art education; advanced experiments with art media; examination of aesthetic theories; historical research; the leadership role of the specialist teacher and department head.

Business Education—305**INTERMEDIATE CERTIFICATES**

A student must take Parts I and II in the one-year program to qualify for the Intermediate Certificate.

A previous course in business education or business experience is not required of a student in the Intermediate Certificate in Accountancy, Data Processing, Marketing, or Secretarial. A student without sufficient background or skills may be required to attend an evening course in one or more of the subjects in Part I. An applicant may select only one of the following four areas:

PROGRAMS FOR THE INTERMEDIATE CERTIFICATES

1. Accountancy Program
2. Data Processing Program
3. Marketing Program
4. Secretarial Program

SPECIALIST CERTIFICATES

In place of a Type A Certificate in Business Education, four programs leading to Specialist Certificates are provided, for which the academic requirements are given below. In each of the required subjects, a student must have obtained a standing of at least 70% or B.

1. Accountancy Specialist Certificate

Admission will be granted to students who hold a Bachelor of Commerce or equivalent degree, and who have taken university courses in these required subjects: Introductory Accounting, and Accounting.

2. Data Processing Specialist Certificate

Admission will be granted to students who hold a Bachelor of Arts or equivalent degree, and who have taken university courses in the required subjects: Introductory Accounting, Computer Concepts, Introduction to Problem Solving, Business Data Systems, Advanced Problem Solving, and Management Information Systems.

3. Marketing Specialist Certificate

Admission will be granted to students who hold a Bachelor of Business Administration or equivalent degree, and who have taken university courses in the required subjects: Introductory Accounting, Introductory Marketing, Business Organization and Management, Marketing I, Marketing II, and one additional Marketing course.

4. Secretarial Specialist Certificate

Admission will be granted to students who hold a Bachelor of Arts in Secretarial Science or equivalent degree, and who have taken university courses in the required subjects: Typewriting, Introductory Stenography, Applied Stenography, Office Practice, Office Procedures, Secretarial Science I, and Secretarial Science II.

Computer Studies

345 *Computer Studies* consists of the following three components:

COMPUTER CONCEPTS (3 hours, Fall Term). Basic computer concepts, flowcharting techniques, computer terminology, equipment peripheral to the computer system and information flow through a computer system. Emphasis will be on problem-solving techniques using the computer.

INTRODUCTION TO PROBLEM SOLVING (3 hours, Spring Term). A course using the computer as a problem-solving tool. Students will be introduced to a high-level programming language as a vehicle of communication and to problem solving through flowcharting, coding, testing and debugging.

COMPUTER STUDIES—PRINCIPLES AND PRACTICES (3 hours). A problem-oriented approach to the teaching of computer concepts and computer programming. The "hands-on" versus "theory" and the "hypothetical computer" versus "actual hardware" techniques will be explored. Topics to be discussed include: transfer of learning from one computer to another; optimum class size; available teaching aids; motivation techniques; evaluation; and course objectives.

NOTE:

1. For students who have successfully completed university courses equivalent to *Computer Concepts* and *Introduction to Problem Solving*, one of the following courses will be substituted: *Advanced Problem Solving* 349 or *Computer Applications* 353.
2. Extramural students taking these courses individually must meet the prerequisites of the program.
3. For Business Education students wishing to obtain a Data Processing Specialist Certificate, the following additional courses are required: *Advanced Problem Solving* 349, *Business Data Systems* 351, *Management Information Systems* 352.

346 *Computer Concepts* (2 hours). For candidates in the Business Education Accountancy Program. Basic computer concepts, flow-charting techniques, computer terminology, equipment peripheral to the computer system, and information flow through a computer system. Emphasis will be on problem-solving techniques using the computer.

349 *Advanced Problem Solving* (3 hours). Opportunities will be provided for students to use the computer to solve more advanced problems. In addition to the basic documentation requirements, the students will be required to design the necessary input/output documents, and prepare and update suitable data files. (Prerequisite: Introduction to Problem Solving or departmental consent).

351 *Business Data Systems* (3 hours). Organization of a business; management control and the flow of information through the business; flowcharting of some of the main business systems with suitable documentation, record layout and forms design; use of unit record equipment in a computer environment. Prerequisite: Introduction to Problem Solving or departmental consent.

352 *Management Information Systems* (3 hours). Students are expected to apply systems knowledge to the solving of a case study. They will be required to design, flowchart, program and document a complete system. Students will also be required to implement aspects of their

recommendations. Prerequisite: Business Data Systems or Departmental consent)

353 *Computer Applications* (3 hours). Students will be required to participate in directed research projects in education involving Computer Studies and their other teaching subject(s). (Prerequisite: Advanced Problem Solving or departmental consent)

0600 *Seminar in Computer Studies* (3 hours). For Type A in Computer Science. A course designed to explore the principles and practices of teaching computing in the secondary schools. Topics to be discussed: the use of introductory languages, elements of problem design and problem solving, individual student differences, the use of the computer as an instructional tool, and effect of computer studies on other classroom studies.

Counsellor Education

355 *Counsellor Education* (6 hours). Counselling theory and practice; assembling educational and occupational information for student use; assessment procedures; group methods and processes; foundations of counselling. On successful completion of *Counsellor Education* 355, a student may be recommended for Part I of the Specialist Certificate in Guidance.

Dramatic Arts

485 *Dramatic Arts* (6 hours). Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the purposes of curricular and extra-curricular drama; the possibilities for conceptual development and expansion of the imagination through sense awareness, movement, improvisation and scripted drama; the structures of aural and visual media; mixed media presentations; and the planning of developmental programs. On successful completion of *Dramatic Arts* 485, a student may be recommended for Part I of the Specialist Certificate in Dramatic Arts, and may complete the requirements for this certificate in two subsequent summer sessions.

0700 *Seminar in Drama* (2 hours). For Type A student in Dramatic Arts. An individual research project concerning drama in education, selected by the student in consultation with the Dramatic Arts Department.

Economics

360 *Economics* (5 hours). A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students.

0900 *Economics* (6 hours). For Type A students. An intensive study of the principles and methodology of modern economics relevant to the development of practical secondary school programs in this discipline. A model learning program will be critically analysed and portions of it presented for group evaluation on the basis of clarity, precision, and appeal. Preparation of an instructional plan for a major unit of one of the courses proposed in the current Ministry of Education Guideline for economics.

Elementary School Teacher's Certificate

A student in the Bachelor of Education program who wishes to qualify for the Elementary School Teacher's Certificate, Standard Four, in addition to the High School Assistant's Certificate, Type A, may select *Elementary Education* 365 as one of the two teaching subjects. University courses in psychology, sociology or child study, together with languages, science or the arts, are considered most valuable as a background for teachers in the elementary school.

Elementary Education

365 *Elementary Education* (12 hours). Art, language arts, mathematics, music, physical education, science, social studies, and general methods and classroom management in the elementary school.

A student in *Elementary Education* should select *The Child at Home, in School and in the Community* 232, as one Educational Theory course.

A minimum of four weeks in elementary schools for students in this program will be included within the practice teaching period required of all students for the Bachelor of Education degree.

English

375 *English* (4 hours)

LITERATURE:

Values inherent in the study of good literature; poetic approaches; various methods of presenting such literary forms as the poem, the drama, the essay, the short story, and the novel; the choosing of suitable textbooks for pupils of different abilities and levels; planning courses of study; evaluating students' progress; oral and supplementary reading; problems related to the teaching of English literature.

COMPOSITION:

The basic aim in teaching composition; place and treatment of grammar, rhetoric, logic and word study in the teaching of composition; principles to be followed in arranging courses; studying models; assigning,

planning, evaluating and correcting compositions; improving the pupil's oral English; conducting class discussions; problems related to the teaching of English composition.

MEDIA:

The basic aim in treating mass media; objectives; categories; procedures.

ELECTIVES

Creative thinking; developmental reading; creative drama; screen education; group dynamics; creative writing; mass media; psycholinguistics; English as a second language; English in the nongraded school.

1100 *Seminar in English* (4 hours). For Type A students in English. Teaching and discussion of selected topics; the English specialist; the head of the department; new methods; sequential programming; thematic study; comparative techniques; enrichment; acceleration; the slow learner; educational television; the new grammar; works in translation; remedial and developmental reading; advanced and general courses; mass media; creative thinking; creative writing; professional development; the nongraded school; the future of English studies.

Geography

385 *Geography* (4 hours). Listed below are a number of course units designed to allow the degree of flexibility needed in the professional preparation of graduates in geography (Type A students) and of other university graduates (Type B students) who are proceeding to a geography teaching career.

ORIENTATION:

The scope of the role of the geography teacher; styles of learning and their relationship to the teaching of geography and learner characteristics.

CURRICULUM PLANNING:

Recognition of a curriculum framework as a general context within which the strategies for achieving educational objectives in the classroom may be discussed; the identification and relationship of the components of curriculum in a variety of contexts, e.g., classroom and field, and at a variety of scales, e.g., program, unit, lesson.

INSTRUCTIONAL TECHNIQUES AND PROCEDURES:

Recognition, analysis and construction of learning experiences in geography in order to understand how educational objectives are achieved; the study of various resource materials and their relationship to strategies, techniques, and objectives in geography; analysis of geographic approaches, e.g., regional, systematic, thematic.

EDUCATIONAL MEASUREMENT AND EVALUATION:

A study of ways to evaluate the effectiveness of learning experiences.

FIELD STUDIES:

Integration of the objectives and techniques of 'landscape' study.

1500 *Seminar in Geography Curriculum Design* (4 hours). For Type A students in Geography. A program concerned with the study of principles of curriculum design as models for the development of geography curricula to meet various future conditions in education.

Obligatory final examinations for all students in courses 385 and 1500 and 1700 will be held at the end of the academic year. Term work (reports, seminar papers, essays, units and exercises) will account for approximately 60% of the final grade.

Geology

390 *Geology* (4 hours). Value and objectives of a geology course in the Ontario secondary school curriculum; investigation and study of appropriate procedures and curriculum organizations, maps, equipment, aids, books and exercises.

1700 *Seminar in Geology* curriculum design (4 hours). For Type A students in Geology. See course 1500 for course description and timetable.

History

405 *History* (5 hours). A series of lectures and seminars on the following with specific reference to classroom practice: Survey of history curricula in the schools; principles of course organization; procedures in course organization; factors in the development of effective teaching.

The teacher's philosophy and objectives in teaching history.

A study of the various forms of methodology used in history classes; evaluation of resources; new approaches to history teaching. The student of history; motivation; evaluation; dealing with individual differences.

Preparation of a unit of a course of study in history.

406 *History* (4 hours). (Special Course in lieu of an Additional Related Course as a third teaching subject and recommended to students taking two of Psychology and Sociology, Economics, Political Science, or one of these combined with another teaching subject other than History)

405.) A series of lectures and seminars on most of the topics listed under History 405, but in less depth and with greater emphasis on methodology. Practice teaching will be assigned in History.

2300 *History* (5 hours). For Type A students in History. A series of lectures and seminars with emphasis on the practical application of the following:

A study of the critical philosophy of history, emphasizing the methods of the historian and the problems of historical knowledge; a brief survey of the approaches of selected historians and philosophers to these problems.

Cognitive and affective objectives in teaching history; approaches to the teaching of history such as thematic, chronological, problems, inquiry, public issues, concepts and generalizations.

Various forms of methodology

The planning and organizing of historical materials for presentation by various methods including the treatment of themes, trends and interpretation of material.

Analysis of student difficulties.

Evaluating the effectiveness of teaching and learning.

Preparation of a Teaching Program of a major unit of a course of study.

Home Economics

Students are advised not to elect Home Economics unless they have obtained at least C standing in the prerequisite home economics courses.

410 *Home Economics* (6 hours). For Intermediate and Type A students. Development, present trends, values and aims of Home Economics (Family Studies) in Ontario schools with emphasis on the growth of personal and professional philosophy.

New concepts of curriculum and teaching emphasizing flexibility, cooperative planning, and recognition of individual differences are explored through an individualized program offering a wide choice of learning experiences.

Creation and function of objectives and evaluation procedures in the learning-teaching process with implications for planning.

On successful completion of *Home Economics* 410, a student may be recommended for the Intermediate Certificate in Home Economics.

2500 *Seminar in Home Economics* (2 hours). For Type A students in Home Economics. A study of Home Economics education as it relates to the Canadian family, the individual and the environment, with emphasis on research findings. Students will become familiar with leaders in the field and will develop a strong philosophy for potential leadership.

Industrial Arts

415 *Industrial Arts I* (16 hours for the first term). Part I of the two-part sequence leading to the Elementary Certificate in Industrial Arts. The course consists of lectures and laboratory experience in material science, design technology, environmental design, fabrication and production. Problems are presented to develop creative abilities, experimentation, and the required hand and machine skills to work with a variety of materials and processes. Factors controlling the design and planning of objects in the man-made environments are studied and applied in practical work.

510 *Industrial Arts II* (16 hours for the second term). Part II of the two-part sequence leading to the Elementary Certificate in Industrial Arts. An extension of *Industrial Arts* 415, it provides more advanced experiences in material science, design technology, environmental design, and fabrication and production. Open only to students enrolled in *Industrial Arts* 415 and taken in lieu of the additional related course as a third teaching subject.

NOTE:

To obtain the Secondary Certificate in Industrial Arts a student must complete *Industrial Arts* 415 and 510 and a 14-week summer program. A student may obtain the Elementary Certificate in Industrial Arts by successfully completing

1 *Industrial Arts* 415 and 510, or

2 *Industrial Arts* 415 followed by a seven-week summer program.

Mathematics Education

430 *Mathematics Education* (4 hours). A consideration of the place of mathematics in elementary and secondary education; objectives of the mathematics teacher.

Classroom procedures and teaching methods, grade 1 through grade 12, of a balanced student-centred teaching program, including methods designed to obtain maximum student involvement in the discovery and development of mathematical concepts and techniques; individual, small group, and large group methods; team teaching involving curriculum planning and execution as a team effort; laboratory techniques; use of multimedia, audiovisual materials, calculators, models and other instructional materials; interdisciplinary approaches; environmental studies; use of the mathematics workshop to promote understanding and confidence, and develop powers of inquiry and creativity; seminar methods; use of Socratic discussion; research; testing and evaluation. The implications for the elementary and secondary schools of contemporary trends in mathematics education; history and development of mathematics; foundations of algebra and geometry; fundamental concepts of logic; applications of mathematics.

3100 *Seminar in Mathematics* (3 hours). For Type A students in Mathematics. A consideration of the development of curriculum for the elementary and secondary school mathematics programs from

kindergarten through grade 13; the responsibilities of departmental administration and professional leadership.

Modern and Classical Languages

(Students are advised not to elect a modern language unless they have oral proficiency in it, and a thorough knowledge of its grammar. Most of the lecturing is in the language concerned, and students are expected to use that language in teaching practice.)

Modern Languages (5 hours per language). *French* 380, *German* 395, *Italian* 420, *Russian* 460, *Spanish* 475.

METHODOLOGY:

Current aims; specific objectives at secondary and primary levels; curricula; materials.

Procedures; specific techniques in audiolingual presentation; the written language; vocabulary acquisition; inductive approach to language generalizations; teaching literature.

Lesson planning (initial, series, review).

Tests and examinations, both oral and written; administration; marking.

APPLIED PHONOLOGY:

Description of the sounds; intonation; accent; discrimination and production on the part of the learner; standards of phonemic and phonetic accuracy (where pertinent); remedial drills; error detection by the teacher; counselling techniques and practice.

CONVERSATION:

Free and guided discussions; leadership practice.

LANGUAGE PRACTICE:

Current usage, emphasizing the spoken language; laboratory drills with pedagogical bias; testing program. (Additional laboratory time may be required of those in need of remedial work.)

(a) *Seminar in Modern Languages* (2 hours). For Type A students in *French* 380, *German* 395, *Italian* 420, *Russian* 460, *Spanish* 475, whether chosen as a single Type A subject or combined with another Type A subject. Study in depth at all levels, as outlined in the Courses of Study and Curricula issued by the Ministry of Education; stress on methods of presenting work at the grade 13 level.

(b) *Seminar in Modern Languages* (2 additional hours). For Type A students in *French* 380, *German* 395, *Italian* 420, *Russian* 460, *Spanish* 475, when not combined with another Type A subject. Selected topics, such as linguistics, learning theory and teaching practice, curriculum, culture, reference works, resource materials, textual research, preparation of teaching modules.

LATIN AND GREEK

425 *Latin and Classical Civilization* 400 *Greek* (5 hours each). An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of multi-media and audiovisual aids and interest devices; the direct approach, with stress on the Danish Nature Method, the Cambridge Latin Course, programmed learning; individual, small group and large group methods; curriculum development and presentation through the medium of team teaching, with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Seminar in Classics, 2900 *Latin*, 2100 *Greek* (2 hours each). For Type A students. An examination of techniques involved in curriculum planning and presentation appropriate for use in advanced classes, with emphasis on finding and preparing material suitable for use in secondary school from the extensive corpus of Latin and Greek literature; advanced grammar and syntax; testing and measurement.

Music

435 *Music, Vocal* (4 hours). A multi-faceted approach to music learning which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisation, manipulations of musical materials and procedures; listening, vocalizing, and conducting.

436 *Music, Instrumental* (4 hours). A practical course emphasizing the individual mastery of instruments and methods of class teaching. May be taken only in conjunction with *Vocal Music* 435 as a third teaching subject in lieu of the additional related course. NOTE: On successful completion of *Vocal Music* 435 or *Vocal and Instrumental Music* 435/436, a candidate may be recommended for Part I of the Intermediate Certificate in Vocal Music or in Vocal and Instrumental Music. A subsequent summer session must be taken to complete the requirements for the Intermediate Certificate.

3300 *Seminar in Music* (4 hours). For Type A students in Music.

Comparative studies of current aesthetics and practices; advanced ensemble techniques; implementation of learning theories; problems in the developing of aural responsiveness to varied musical expressions; examination of sound manipulations and formal procedures; multi-media presentations; studies in curriculum design.

Physical and Health Education

440 *Physical and Health Education* (Women) 7 hours.

445 *Physical and Health Education* (Men) 5 hours.

Part I of the Program for the Intermediate Certificate (Men 5 hours, Women 7 hours).

An introductory course in principles and practices of Physical and Health Education. Emphasis is placed on methods of teaching the physical activities and health materials outlined in the Courses of Study for the Intermediate Division of the Ontario Ministry of Education.

Part II of the Program for the Intermediate Certificate (3 hours). The prerequisite for Part I is a minimum of 6 university credits in Physical and Health Education. This course is a continuation of, and will be taken in addition to, Part I. It will be given only if a sufficient number of applications are received.

Program for the Specialist Certificate (6 hours).

Emphasis is placed on methodology, philosophic and scientific principles, and the organization and administration of all aspects of Physical and Health Education in the school situation. The prerequisite is a minimum of 24 university credits in Physical and Health Education (exclusive of methods courses). This program includes the work of the H.S.A. Type B course in Physical and Health Education.

The Specialist Certificate may be granted to a student who achieves the standard for Part I of the Intermediate Certificate and who obtains a standing in the Practice Teaching, the written examinations and the practical tests of the course.

Ontario Teachers' Aquatic Standard -- A student who meets this standard may be awarded a certificate endorsed "Credit O.T.A.S.". A student who is exempted by a medical certificate from a course in aquatics or a candidate who has failed to meet the aquatic standard may be awarded a certificate in Physical and Health Education endorsed "without aquatics".

3700 *Seminar in Physical and Health Education - Women* (6 hours).

3900 *Seminar in Physical and Health Education - Men* (6 hours).

For Type A students in Physical and Health Education. The Seminar is concerned with: educational concepts relative to Physical and Health Education; scientific principles relative to human movement; organization and administration of all phases of the secondary school Physical and Health Education program; advanced methodology and teaching techniques. These seminars include the work of the H.S.A. Type B course in Physical and Health Education.

Political Science

450 *Political Science* (5 hours). A program of lectures and seminars involving group work, presentations and films with specific reference to classroom practice. Political science as a discipline and its place in the secondary schools; the Government of Canada -- machinery, process, performance and participation; principles of course construction -- group preparation and presentation of representative units selected from Ontario Ministry of Education Guideline: People and Politics; current events in the classroom; examination of a variety of approaches to the teaching of Politics and Government; motivation and evaluation of students and teachers.

4300 *Political Science* (5 hours). A seminar-workshop course for Type A students combining the academic study of political science with practical experience in the pedagogy of the subject. Seminar discussions conducted by each member of the course centre around academic topics in the field of political science. videotaped lessons by each candidate

illustrating a variety of approaches provide a basis for critical analysis of effective methodology. One major research paper or project during the year.

Psychology and Sociology

455 *Psychology and Sociology* (5 hours). A series of seminars dealing with the curriculum of the secondary school course "Man in Society"; various approaches to teaching "Man in Society"; special techniques and curricular innovation as applied to "Man in Society". Preparation of a unit of study. (See History 406).

4500 *Psychology and Sociology* (5 hours). A series of seminars for Type A students dealing with the curriculum of the secondary school course "Man in Society"; systems models of the classroom; the application of social science theories to instructional behaviour; innovation and the process of curriculum construction; the role of the social scientist in the school milieu. Preparation of one major paper during the year.

School Librarianship

465 *School Librarianship* (6 hours). An introductory course for potential school librarians. The following aspects of the school library will be explored: Collection, including curriculum, recreational and basic reference materials; services; administration; organization of materials. Seminars for discussion of materials and student presentations, laboratory periods for practice, and lectures constitute the format of the course. *School Librarianship 465* is Part I of a two-part program leading to the Intermediate Certificate in School Librarianship. To complete the requirements for the Intermediate Certificate, a summer session subsequent to one year of successful experience in a school library is required.

466 *School Librarianship* (6 hours). For students who hold an accredited degree in library science. Emphasis will be placed on services given by the school library, the curriculum development function of the school library, and special research projects. Successful students may be granted the Specialist Certificate in School Librarianship, on the recommendation of the Department.

Science Education

470 *Science* (4 hours). The role of science in elementary and secondary education; the aims and objectives of science education; science curriculum design; unit planning and lesson planning; a study of representative portions of contemporary science courses; an examination of the various approaches to the teaching of science; procedure and methods used to obtain maximum student interest and participation; recognition of individual student differences; the use of audio-visual aids in science teaching; source materials; the purchase, maintenance and use of equipment; testing and evaluation.

0300 *Biology* (7 hours). For Type A students in Biology.

0500 *Chemistry* (7 hours). For Type A students in Chemistry.

4100 *Physics* (7 hours). For Type A students in Physics.

Courses 0300, 0500, and 4100 consist of a series of lectures, seminars and laboratory workshops which emphasize the methodology and content of the Intermediate and Senior Divisions in the various branches of science. The content of *Science 470* will also be covered with reference to the specific content of each subject area.

EDUCATIONAL THEORY COURSES - THREE TO BE SELECTED

Choose three courses, no more than two from any one of the three departments. If you have selected Elementary Education as a teaching subject select Course 232 as one of your three theory courses. All courses are two hours, except course 201, which is taken in addition to the three selected courses.

EDUCATIONAL ADMINISTRATION

All students proceeding to the Bachelor of Education degree and to the High School Assistant's Certificate, Type B, will be required to take:

201 *Structural and Legal Bases of the Ontario School System* (1 hour).

The organization of provincial and local systems of education; powers and duties of the various educational authorities; the Education Acts and Regulations of the Province of Ontario; professional aspects of teaching. *This course will be scheduled at Registration.*

202 *Program Organization* (2 hours). An examination of current theory and practice in program organization from kindergarten to grade 13. Students gain experience in identifying and selecting objectives for programs, in designing the physical and social arrangements of educational settings that support learning activities and in evaluating the effectiveness of programs.

204 *The Individual Student and the School Program* (2 hours). School programs and practices which meet individual differences among students in elementary and secondary schools. A general study will be made of innovative teaching and organizational patterns including particularly the nongraded, open-area and experimental schools, credit organization, house plans, team teaching, independent study, and other related topics.

205 *Administration in the Modern School* (2 hours). A practical study of the use and organization of school resources and services in providing effective educational programs in elementary and secondary schools. Emphasis will be placed on the role of the teacher in phases of school operation such as discipline, staff relationships, organization of classes,

individualizing instruction, evaluation procedures, and the design and implementation of overall school programs.

206 *Evaluation of Student Performance* (2 hours). A study of current evaluation practices in elementary and secondary schools. The course will develop some of the theoretical issues underlying evaluation methods, the design and marking of a wide variety of testing instruments, including essay, objective, oral, project, and self-assessment techniques. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, distinctions between subjects, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require background in mathematics for this course.

207 *Individual Research Project* (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A brief proposal acceptable to the Department must be submitted, and evidence shown of research skills and training appropriate to the area of study.

208 *Administration within the School System* (2 hours). A review of planning and administrative procedures in large systems of education. Emphasis will be on the organization of learning resources, student services, and parent-teacher-student relationships. The interaction of trustees, senior officials, resource personnel, and school administrators will be considered. The effectiveness of large systems in formulating and in achieving desirable educational programs for the individual student and for society as a whole will provide a constant focus for study.

Educational Psychology

230 *Psychology Applied to Education* (2 hours). Designed to show the relevance of general psychology to teaching. Provides an overview of the areas of psychology related to education and teaching: problems in

human communication, role of feedback, non-verbal communication, mass media, modern theories of learning, the relevance of learning theory to motivation, aptitudes and attitudes, learning discrimination and skills, the slow learner, development, maturation and special education, research in education, programmed learning and computer-assisted instruction will be examined.

231 The Adolescent at Home, in School and in the Community (2 hours). An analysis of the educationally relevant aspects of physical, emotional, social and cognitive development of school-age youth.

232 The Child at Home, in School and in the Community (2 hours). An analysis of the educationally relevant aspects of physical, emotional, social and cognitive development of the school-age child. A student taking *Elementary Education 365* should select this course as one of his three Educational Theory courses. May not be taken with 231 without permission of Department chairman.

233 Teaching an Interpersonal Process (2 hours). The teacher as partner in an interpersonal learning process; increased awareness and insight about forces operating in groups; how one's own behaviour affects group productivity; application of theory to development of innovative plans for better classroom teaching using large and small groups.

234 Psychological and Performance Evaluation of Student Progress (2 hours). General principles of construction, analysis and administration of various methods of testing and evaluation.

History Philosophy and Sociology of Education

260 Comparative Education (2 hours). A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, alternative routes, and the aims, structure and control of education. These will be related to the social, economic and political systems in the countries concerned, and their underlying assumptions and ideologies.

262 Introduction to Modern Philosophy and Education (2 hours). The influence of modern philosophy on aims and methodology in education. Selected readings from 19th and 20th century philosophers will lead to a consideration of education both in the wider frame of social philosophy and from the narrower perspective of the individual quest for worthwhile purpose. Students are encouraged to weigh conflicting viewpoints and thus develop their own positions.

263 Introduction to Progressive Education (2 hours). An analysis and discussion of progressive theories and practices with special reference to the ideas of the Pragmatists, for the purpose, in the main, of inducing beginning teachers to search for meaning in such familiar learning concepts as interest, activity, discovery, assimilation, authority, freedom, natural growth, creativity, and continuous progress.

264 Education and Society (2 hours). A consideration of such problems as socio-cultural influences on educational achievement, value conflicts (between generations and among socio-economic classes), and the conflicting functions of the school as an institution for transmitting the cultural heritage as well as criticizing it. An analysis of these problems will uncover such issues of current concern to schools and teachers as the generation gap, educational control, and students' rights.

265 Sociology of Education (2 hours). An examination of the school as an institution in the society which it serves. Topics will include the

structure of society and education; education and social change, education and social mobility, the socialization of the child, the social role of the teacher, the influence of economic and political forces on education, education and the values of the community. Previous university work in sociology is desirable.

266 Values in Education (2 hours). An examination of selected topics in value theory seen within the educational context. Examples of possible topics: perception and judgment in education and the arts; the aims of education; valuational impact of the mass media, the teacher and the new morality; expression, representation, and value formation; technology and the counter-culture; conceptual analysis of the educational environment. No formal background in philosophy is required.

267 Individual Research Project (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A brief proposal acceptable to the Department must be submitted, and evidence shown of research skills and training appropriate to the area of study.

268 Authority and Freedom in School (2 hours). Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? Is "compulsory education" a contradiction? Why bother being ethical? This course will attempt to get at the roots of human ethical valuing and thereby illumine, and confront one with, the moral dimension of the school.

269 Issues in the History of Canadian Education (2 hours). A course designed to give students a perspective of the main influences, problems, and changes in Canadian education. Some of the issues that may be examined are: the functions schooling has performed; the educational roles of institutions other than schools; family life and the concepts of childhood and adolescence; the alteration in the roles of the teacher and student; and the influence of social, economic and political factors on education. The particular aspects to be studied will be determined by the students in consultation with the instructor.

270 Cross-Cultural Education (2 hours). An examination of the educational issues, problems and processes encountered in pluralistic society, from perspectives such as history, psychology, sociology, philosophy, and program development. It will focus upon education in relation to poverty, ethnic groups, the roles of women, and the counter-culture. Sample issues to be dealt with are: assimilation and integration, the role of religion in education, value conflicts and discipline, mental health, prejudice and discrimination, curriculum design, open-structured and free schools, stereotypes and women's liberation.

271 Modern Philosophies and Education (2 hours). A strictly seminar course, which will explore the thinking of Camus, Sartre and Dewey. Only students who have at least two philosophy courses to their credit, or who have the permission of the instructor, may enrol. Not open to students registered in *Modern Philosophy and Education 262*.

272 History of Educational Thought in Western Culture (2 hours). A critical examination of some of the major ideas that have influenced educational thought and practice in Western culture, beginning with Plato and Aristotle. Students will investigate various theories of learning, the concept of the ideal teacher, the history of educational institutions, images of childhood, and modern mass education. Humanist and religious perspectives as continuing themes in educating men and women for their particular era will form the core of the study.

ADDITIONAL RELATED COURSES (one to be selected)

These courses may, but need not, relate to your teaching subjects

Art Education

114 Design Education (2 credit hours). A lecture-studio course which examines problems presented to the artist by the machine production of industrial society. The impact of technological developments upon environment; the solutions which have been formulated; tentative explorations of problems presented by recent developments. This course is offered in conjunction with the Technical and Industrial Arts Department.

138 Art and the Humanities (2 hours). A lecture-seminar course examining the relationships between art, literature and music in Western civilization.

Computer Studies

106 Computers in Education (2 hours). Designed primarily for students who do not have previous experience or academic background in computing, this course deals with the use of the computer as an instructional and administrative aid in education. Areas to be studied include: computer-assisted learning, test scoring and item analysis, curriculum design, educational research, and student accounting. Emphasis is on the use of the computer as a problem-solving tool for

instruction and school administration. Access to the computer centre is available for approved student projects.

Counsellor Education

150 The Contemporary School Counsellor (2 hours). This course analyzes primarily the helping relationship involved in teaching. Additional topics include: philosophical and sociological foundations of guidance; the counsellor as a consultant; the counsellor's relationship to the community; ethical and legal responsibilities of the counsellor; current social problems and counsellor response; the counsellor and the changing world of work. May not be taken in combination with *Counsellor Education 355*.

Dramatic Arts

147 Drama in Elementary Education (2 hours). A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

Educational Media

107 Educational Media (2 hours). A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip and slide), and recorders (audio- and

video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

143 *Speech and Personal Communication* (2 hours). A course directly related to the needs of the teacher as speaker and listener in the classroom. It stresses effective projection of the voice, speech development in the student, the influence of technology on speech communication.

Educational Psychology

116 *Preparing Effective Instruction* (2 hours). The specification and analysis of instructional objectives in terms of Bloom's taxonomy; analysis of innovative systems; construction of pre-tests and criterion-referenced tests; instructional materials for mastery learning and alternative instruction.

117 *Psychology of Communication* (2 hours). A course dealing with communication as a behavioural science. It is concerned with such areas as persuasion and dissuasion; generation, storage and retrieval of information; possible uses and also limitations of media in educational systems; and the ability of societies and institutions to generate meaningful information. One of the aims of this course is to help students to cope with the increasing amount and complexity of information.

154 *Socialization and Identity* (2 hours). An examination of the various theories in social psychology contributing to an understanding of human social development; an exploration of the development of individuality and group identities along with the factors of social interaction influencing the development of personality. Emphasis will be placed on contributions to personal growth made by teachers and schools at elementary and secondary levels.

English

122 *The Language Arts of the Cinema* (2 credit hours). A course designed to study trends in contemporary cinema. Although the course concentrates mainly on feature films of such directors as Hitchcock, Bergman, Varda, Antonioni, Fellini, Godard, Truffaut, Resnais, Losey, and Lester, it does not neglect the popular cinema nor does it omit experimental short films. The several arts of the director, script-writer, actor, editor, lighting-cameraman, composer, and sound man are studied so that the students may have a full appreciation of the language arts amalgam that we experience in the cinema.

127 *Developmental Reading* (2 hours). A course designed to introduce students to the possibilities of developmental reading at the secondary school level. Basic principles underlying an instructional program will be discussed. Specific methods of determining reading achievement, selecting patterns of organization, and planning the instructional program, will be introduced. Of major emphasis will be the devising of practical developmental reading programs.

141 *English for the Slower Learner* (2 hours). The development of effective programs for slower learners at the secondary level. The needs, interests, and abilities of such pupils will be explored, and specific methods of instructing them will be emphasized. Careful examination of perception, reading, speaking, listening and writing skills will be stressed. Students will investigate the nature and validity of both reading and intelligence tests as they apply to the slower learner.

142 *Psycholinguistics* (2 hours). A course designed to explore the psychological, biological, and sociological parameters of language as a communication system. Some of the main areas of investigation are: language acquisition in children; psychological models of language learning; linguistic models of grammar; general semantics; non-verbal modes of communication; language games; language study programs in the school (history of grammar, dictionaries and writing systems, language history, etymology, morphology); language ad thought; language as a sociological determinant. Special attention will be given to the construction of language units for classroom study.

Geography

161 *Geography and History Programs in Elementary Education Grades 7 and 8* (2 hours). Of particular interest to students enrolled in *Elementary Education 365*, this course provides a study of programs, and methodology as related to the teaching of geography and history at the intermediate levels of the elementary school.

History

161 *Geography and History Programs in Elementary Education*. See course description above.

History, Philosophy and Sociology of Education

136 *Problems in Canadian Education* (2 hours). A reading-discussion course where students will select for individual study a particular problem or theme in the history of Canadian education, for example, technical and vocational education, the kindergarten movement, progressive education, ethnic groups and assimilation, urbanization, rural problems, the role of the state, or the changes that have taken place in the aims and content of certain school subject areas such as health education, physical education, history, literature, mathematics or the sciences.

Industrial Arts

510 *Industrial Arts II* (16 hours for the second term). A teaching course Part II of the two-part sequence leading to the Elementary Certificate in

Industrial Arts. An extension of *Industrial Arts 415*, it provides more advanced experiences in material science, design technology, environmental design, and fabrication and production. Open only to students enrolled in *Industrial Arts 415* and taken in lieu of the Additional Related Course.

Note:

A student may obtain the Elementary Certificate in Industrial Arts by successfully completing

- 1) *Industrial Arts 415* and 510, or
- 2) *Industrial Arts 415* followed by a seven-week summer program.

114 *Design Education* (2 credit hours). (See Art Education)

130 *Arts and Crafts for Elementary Schools Grades 7 and 8* (2 hours). Of particular interest to students in *Elementary Education 365*, this course provides an introduction to basic design, picture and print making, and the creative use of materials in two and three dimensions. Different sections will emphasize whichever aspects of elementary art education best meet the needs of the students involved.

139 *Communication Arts in Modern English* (2 hours).

Expository Rhetoric (Fall Term)

Methods and patterns of clear and effective writing: relationship between seeing, thinking and the composition process; rhetorical considerations in composing sentences and paragraphs; techniques of effective identification, definition, classification, comparison and contrast, illustration, and three types of analysis: functional, process and causal.

Semantics (Spring Term)

Subjects of investigation will include: introduction to both linguistic and general semantics; codes and levels of speech; linguistic relativity: problems with definitions; relationship between the process of abstraction, thought and action; the uses of language—both verbal and non-verbal—in popular culture, advertising, mass media, the press, religion, science and education.

Institute of Child Study

001 *Child Study* (2 hours). An examination of the principles of children's development and a consideration of the influences affecting such development. The implications for children's care and education will be considered.

Mathematics Education

155 *Individual Research Project in Mathematics Education* (2 hours).

An in-depth study of a topic selected in consultation with the Mathematics Education staff. The study should involve a combination of seminars, laboratory work and field experience. Open only to students taking *Mathematics Education 430*.

156 *Mathematics Education in the Elementary School* (2 hours). A study of current content, methods of teaching and curriculum development in elementary school mathematics; a course of interest and value to any prospective secondary school teacher. Not open to students registered in *Elementary Education 365*.

157 *Mathematics* (2 hours). An introduction to higher mathematics, including a study of some advanced secondary school topics, providing background and an opportunity for discussion pertinent to the teaching of secondary school mathematics. Open only to students having at least 12 credits in university mathematics.

Modern and Classical Languages

102 *Recent Developments in Modern Language Teaching* (2 hours).

Trends in modern language teaching, with stress on electronic aids and individualization techniques. The practical emphasis will be related to the linguistic needs and interests of the students. (Open to any student of a modern language.)

121 *French at the Elementary School Level* (2 hours). French as a second language from the earliest grades of the elementary school; programs, procedures specific to the age level; audiovisual aids. This course may lead to a Certificate as a Teacher of French to English-speaking Pupils in Elementary Schools. Open only to students enrolled in *French 380*.

Music

436 *Music, Instrumental* (4 hours). A teaching course. A practical course emphasizing the individual mastery of instruments and methods of class teaching. May be taken only in conjunction with *Vocal Music 435*. Taken in lieu of the Additional Related Course.

Note:

On successful completion of *Vocal Music 435* or *Vocal and Instrumental Music 435/436*, a student may be recommended for Part I of the Intermediate Certificate in Vocal Music or in Vocal and Instrumental Music. A subsequent summer session must be taken to complete the requirements for the Intermediate Certificate.

Additional Related Course

131 *Music for Elementary Schools Grades 7 and 8* (2 hours). A general approach to music learning at the intermediate level. Not open to students taking *Music 435*.

Physical and Health Education

105 *Current Health Problems in North American Societies* (2 hours). A

Additional Related Courses Cont.

survey course including lectures and seminars related to such health areas as cardiovascular disease, mental health, air and water pollution, consumer health, drugs, and human sexuality.

115 Outdoor Education (2 hours). An introductory course emphasizing the use of the outdoor environment as an educational medium. An interdisciplinary program which includes lectures and seminars and devotes a considerable amount of time to field work.

Not restricted to students selecting Physical and Health Education.

132 Physical and Health Education for Elementary Schools (2 hours). A critical examination of teaching procedures which relate specifically to the aims of Physical and Health Education; an activity course based on participation in and examination of games, gymnastics and dance appropriate for the healthy development of children. Special emphasis will be placed on Grades 7 and 8.

Science Education

109 Environmental Studies (2 hours). From the areas of freshwater ecology, terrestrial ecology, soil ecology, environmental pollution, and urban studies, material is selected that can be used to supplement existing programs in schools or to build an interdisciplinary course in Environmental Studies. This course has a science base. Field experience is provided.

140 Science Programs in Elementary Education (2 hours). A course of particular interest to science students not taking Elementary 365. A study of the science programs currently used in elementary schools; teaching techniques and procedures specific to age level; correlation of science in the senior elementary grades and the junior secondary grades.

Program Variations

Three Teaching Subjects: Not recommended because of the heavy work load and allowed only on written appeal to the Admissions Committee. The third subject is taken in lieu of the Additional Related Course. Only single Type A may be taken with three teaching subjects. Elementary Education may not be one of the three subjects. This regulation does not apply to History 406, Music 436 or Industrial Arts 510.

Two Additional Related Courses: One taken in lieu of one of the three Educational Theory courses. Allowed only on written appeal to the Admissions Committee.

Four Educational Theory Courses: One taken in lieu of the Additional Related Course. Allowed only on written appeal to Admissions Committee. No more than two Theory Courses may be selected from one Department.

Appeals to the Admissions Committee should be made in writing, addressed to the Admissions Office, Faculty of Education, 371 Bloor Street West, Toronto, Ontario M5S 2R7. Appeals should be submitted before June first if possible.

Practice Teaching

It is difficult to envisage an effective program of teacher education without a considerable emphasis on practice teaching. Practice teaching involves students in the observation of associate teachers at work in the classroom and also the teaching of pupils under the guidance of associates. This field experience gives students an opportunity to assess their aptitude for and commitment to teaching as a career. Students should come to appreciate the interrelationship between the theories and methods studied at the Faculty and the situations faced in the schools.

The Program of Practice Teaching

During the year at the Faculty of Education students will be required to participate in approximately ten weeks of practice teaching, in blocks of time of various lengths in the autumn, winter and spring terms. Opportunities will be provided for practising in each of their two teaching subject areas. They will be attached to appropriate departments in a secondary school, where schedules will be arranged by co-ordinators, who in most cases will be heads of the various departments. The principal of an elementary school performs the same function for students who select Elementary Education as one of their two teaching subject areas.

Type A students will normally have 60% of their practice teaching experience in their Type A subject. Type B students will have, if possible, 60% of their practice teaching in their subject of preference.

There is no question that the emphasis in practice teaching must lie with the opportunity afforded students to observe and to teach in the classroom. Yet during an assignment in any one school they may expect assistance in trying to gain a comprehensive picture of a teacher's obligations. Opportunities to attend staff meetings and meetings of support departments, to carry out supervisory duties or to assist with administrative tasks related to the functioning of the school, to assist in evaluating pupils' work, to consult with such personnel as the principal, vice-principal, and counselors, and to observe and support an extra-curricular interest will afford students some acquaintance with the full range of responsibilities expected of a teacher.

Factors Affecting Practice Teaching Assignments

The Practice Teaching Department tries to be reasonable in allocating students to schools and to give full recognition to individual needs and particular interests. However, timetabling for over fifteen hundred students is a complex task and it is sometimes impossible to give full weight to all relevant factors in making an assignment. Among the factors we do consider are the following:

1. the student's marital status;

2. the geographic location of the student's residence;
3. the suitability of the timetable and program of the associate;
4. the number of associates available in each subject area;
5. a fair distribution of in-town and out-of-town assignments;
6. experience in a variety of types of schools;
7. co-operation with associate teachers with different teaching styles.

In addition we seek information from students regarding special interests they may have and special conditions which will guide us in assigning them to schools for practice teaching.

Allowances Available to Students Engaged in Practice Teaching

Since Metropolitan Toronto is the home base of the Faculty of Education and is served by a comprehensive system of public transportation, students do not receive financial assistance during practice teaching weeks in meeting expenses incurred within the Metropolitan area for travel or for board. However, in the case of an assignment outside Metro, a claim for a nominal weekly allowance for travel expenses may be made. If the assignment is at a school beyond normal daily commuting distance from Toronto, a claim may also be made for the nominal allowance for accommodation and board. In the case of students who live outside Metro and commute to the Faculty, an effort is made to give them, if possible, a number of practice teaching assignments as close as possible to home, provided they live in areas in which we have arranged the appointment of associate teachers and that teaching subjects are available.

Evaluation of Practice Teaching

A student, in order to be eligible for the Bachelor of Education degree and for the High School Assistant's certificate issued by the Ontario Ministry of Education, has to be successful in practice teaching. Every student must, therefore, complete the full practice teaching requirements. The student who, because of various legitimate circumstances, is unable to fulfill all of the practice teaching assignments in the times allotted will be given the opportunity to make up the time missed after having completed all other obligations at the Faculty, including the writing of any final examinations. There is naturally a limitation on the amount of time that can be made up; a student with protracted periods of absence cannot be considered for make-up weeks.

Evaluation of a student's work in a school generally occurs daily, much of it carried on in an informal way between student and associate. However, at the end of the student's period of time with any associate, an appraisal in written form including an assessment of the performance of the student will be provided. Specific comments and suggestions presented.

The purpose of all forms of evaluation is essentially to increase students' awareness of the strengths they are developing in their work and their awareness, too, of the weaknesses, which, with the assistance of the associate teachers and members of the Faculty, they may seek to remedy.

APPLICATION • REGISTRATION

TIMETABLE SUPPLEMENT

- Read relevant Department Notices (p. 19 & 20) and comply with instructions given.
- Read Registration Schedule carefully and follow schedule as required.
- Bring to Registration — Completed Timetable Card
- Type A card — Your copy of this Bulletin and Supplement

If you are a Fall graduate Provisional Student—see p. 12) arrange to have the following forwarded to the Faculty Admissions Office as indicated: (1) Before registration, a statement from your university that you will receive your degree at Fall 1976 convocation. (2) Following convocation, and not later than December 10, 1976, a final official transcript showing that your degree has been conferred.

Remember—you may not register unless you have paid your fees. Deduct your \$50 deposit when you pay your fees.
Fees forms will be sent to you in late summer.

FACULTY OF EDUCATION

REGISTRATION WEEK SCHEDULE, 1976

UNIVERSITY OF TORONTO
SEPTEMBER 8 - 13 INCLUSIVE

	9 - 10	10 - 11	11 - 12	12 - 1	1 - 2	2 - 3	3 - 4	4 - 5
Wed Sept. 8	Register in Faculty Sumames A-E Room 151 Sumames F-L Room 70	Register in Faculty Sumames M-R Room 151 Sumames S-Z Room 70	Practice Teaching Sumames A-F Auditorium		Practice Teaching Briefing Sumames G-M Auditorium Photographs R 255	Registration Business Education Room 151 Photographs R 255	Registration Business Education Room 151 Photographs R 255	Registration Business Education Room 151 Photographs R 255
Thurs Sept. 9	Teaching Subject Additional Related Course Registration Dep. #1-800 Room 105* Room 151** Photographs R 255	Dep. #1-800 Room 105 Room 151 Photographs R 255	Elementary Education Briefing Sumames A-F Room 105 Photographs R 255	Elementary Education Briefing Sumames A-F Room 105 Photographs R 255	Elementary Education Briefing Sumames N-Z Room 105 Photographs R 255	Registration Elementary Dep. #1-800 Room 105 Photographs R 255	Practice Teaching Briefing Sumames N-Z Auditorium Photographs R 255	Registration Elementary Dep. #801 Room 105 Photographs R 255
Fri 10	Educational Theory Course Registration Dep. #1-800 Rooms 105, 151, 70** Photographs R 255 Teaching Subject Reg in Staff Offices	Dep. #1-800 Rooms 105, 151, 70 Photographs R 255	Dep. #801-1600 Rooms 105, 151, 70 Photographs R 255	Dep. #801-1600 Rooms 105, 151, 70 Photographs R 255	Dep. #1601- Room 105 Room 151 Photographs R 255	Dep. #1601- Room 105 Room 151 Photographs R 255	Dep. #1601- Room 105 Room 151 Photographs R 255	Late Registration Teaching Subjects and Additional Related Course Rooms 105, 151 Photographs R 255
Mon. Sept. 13	All Course Registration and Consultation Staff Offices Students taking Women's Physical and Health Education 10 a.m. - 1 p.m. Aquatic Test (Pool) Type A and Type B					Students taking Mathematics Diagnostic Test 1: 3-30 p.m. Rooms 70 and 151		

* Room 151—English, History and the Social Sciences, Geography, Geology, Mathematics, Moderns and Classics, Science

Room 105—Other teaching subjects

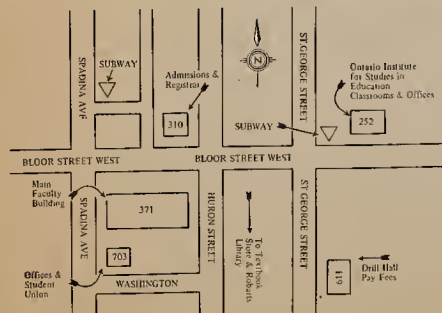
** Room 105—Administration/Room 151—Educational Psychology/Room 70—History, Philosophy and Sociology of Education

REGISTRATION CARDS MUST BE SHOWN FOR ALL COURSE REGISTRATION

This card gives your Oep. # (Deposit Number).

TYPE A CARDS ALSO REQUIRED FOR TYPE A REGISTRATION

REGISTRATION, 1976



Registration takes place over four days, beginning Wednesday, Sept. 8, as directed above. The rooms indicated are in the main Faculty Building at 371 Bloor Street West. Faculty Offices are located in this building and at 703 Spadina and 252 Bloor West. The Admissions Office is located in the Tartu College Building at 310 Bloor St. West (Mailing Address is 371 Bloor West). The Admissions Office will be closed on Wednesday, Sept. 8, the first day of Registration but a general information desk will be set up in the main lobby at 371 Bloor West. The Admissions Office will re-open on Thursday, Sept. 9. Registration Activities not noted above will be announced at Registration. Please watch the TV Monitors in the Main Lobby for announcements.



Provisional 1976 - 1977 Course Timetable

FACULTY OF EDUCATION—UNIVERSITY OF TORONTO PROVISIONAL TIMETABLE FOR THE B.ED. (HIGH SCHOOL ASSISTANTS') PROGRAM 1976-77

Type A Students in Economics, History, Physical & Health Education (Men), Physical and Health Education (Women), Political Science, Psychology and Sociology, and Science are not required to follow the Type B Timetable in those departments.

EDUCATIONAL THEORY SUBJECTS

201 Structural and Legal Bases of the Ontario School System
This compulsory course for all students is primarily a reading course based on Ministry of Education acts and regulations and other material. In the fall term faculty members and visiting lecturers will give one-hour lectures on the materials listed on page 10. The final lecture will be held on Tuesday, September 21st, 1976, in the Faculty Auditorium at which time more complete details will be made available with handouts.

Section	Time
1	T 11
2	T 12

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

202 Program Organization (2 hours)

Section	Time
1	W 12, 1
2	F 11, 12
3	W 2, 3
4	F 1, 2
5	M 2, W 2
6	T 2, W 2

204 The Individual Student and the School Program (2 hours)

Section	Time
1	W 2, 3
2	M 4, 5
3	F 12, 1
4	M 9, 10
5	W 9, 10
6	R 9, 10
7	F 9, 10

205 Administration in the Modern School (2 hours)

Section	Time
1	M 9, 10
2	T 9, 9
3	W 10, 11
4	W 9, 10
5	T 9, 10
6	T 2, 3
7	F 9, 10
8	W 4, 5

206 Evaluation of Student Performance (2 hours)

Section	Time
1	M 10, W 10
2	T 9, 9
3	T 10, R 10
4	T 10, 11
5	T 4, 5
6	M 4, 5
7	M 2, 3
8	R 10, 11
9	W 4, 5
10	R 4, 5

208 Administration within the School System (2 hours)

Section	Time
1	M 1, W 1
2	M 2, W 2
3	M 9, W 9

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

230 Psychology Applied to Education (2 hours)

Section	Time
1	N 11, W 11
2	M 12, W 12
3	M 1, W 1
4	M 2, W 2
5	T 3, 4
6	W 9, 10
7	M 9, 10
8	R 11, 12
9	F 12, 1

231 The Adolescent — at Home, in School and in the Community (2 hours)

Section	Time
1	R 3, 4
2	M 2, 3
3	T 1, 2
4	T 10, 11
5	W 10, 11
6	M 1, W 1

232 The Child — at Home, in School and in the Community (2 hours)

Section	Time
1	M 12, 1
2	M 1, 4
3	W 12, 1
4	W 3, 4
5	W 10, 11
6	T 9, 10
7	M 9, W 9
8	T 11, R 11
9	R 12, 1
10	F 10, 11

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

233 Teaching — An Interpersonal Process (2 hours)

Section	Time
1	T 9, 10
2	R 9, 10
3	T 2, 3
4	R 2, 3
5	F 12, 1

234 Psychological and Performance Evaluation of Student Progress (2 hours)

Section	Time
1	T 2, 3
2	R 2, 3

ADDITIONAL RELATED COURSES IN EDUCATIONAL PSYCHOLOGY

116 Preparing Effective Instruction (2 hours)

One Section T 11, R 11

117 Psychology of Communication (2 hours)

One Section W 4, 5

154 Socialization and Identity (2 hours)

One Section M 3, 4

DEPARTMENT OF HISTORY, PHILOSOPHY AND SOCIOLOGY OF EDUCATION

260 Comparative Education (2 hours)

Section	Time
1	T 10, 11
2	R 10, 11
3	T 1, 2

262 Introduction to Modern Philosophy and Education (2 hours)

Section	Time
1	T 10, R 10
2	T 11, R 11
3	T 2, R 2
4	M 11, W 11
5	M 1, W 1

263 Introduction to Progressive Education

Section	Time
1	M 9, W 9
2	T 2, R 2

264 Educational and Society

Section	Time
1	W 10, F 10
2	W 11, F 11
3	W 2, 3
4	M 10, 11
5	W 10, 11
6	W 11, 12

265 Sociology of Education

One Section T 10, 11

266 Values in Education

Section	Time
1	T 2, R 2
2	F 9, 10
3	M 12, W 12
4	T 1, R 1

268 Authority and Freedom in School (2 hours)

Section	Time
1	M 10, W 10
2	T 10, R 10
3	W 10, F 10
4	M 2, W 2

269 Issues in the History of Canadian Education (2 hours)

Section	Time
1	T 11, R 11
2	R 12, 1
3	M 1, W 1

270 Cross-Cultural Education

Section	Time
1	W 12, F 12, 1
2	W 12, F 12, 1
3	W 12, F 12, 1
4	W 12, F 12, 1

271 Modern Philosophies and Education (2 hours)

One Section T 11, R 11

272 History of Educational Thought in Western Culture (2 hours)

One Section T 1, 2

156 Problems in Canadian Education (2 hours)

One Section F 3, R 3

TEACHING SUBJECTS

ART EDUCATION

300 Art Education (7 hours)—For Type A and Type B Candidates

Section	Course	Time
1	Art Education Theory Studio (Introductory)	F 10
	Art History	T 12, 3, 4
	Art History	T 10, 11
2	Art Education Theory Studio (Material Arts)	F 10
	Art History	W 9, 10, 11, 12
	Art History	T 10, 11
3	Art Education Theory Studio (General)	F 10
	Art History	R 9, 10, 11, 12
	Art History	T 10, 11
4	Art Education Theory Studio (General)	F 10
	Art History	R 9, 10, 11, 12
	Art History	T 10, 11
5	Art Education Theory Studio (Introductory)	F 10
	Art History	T 12, 3, 4
	Art History	R 2, 3
6	Art Education Theory Studio (Material Arts)	F 10
	Art History	W 9, 10, 11, 12
	Art History	R 2, 3
7	Art Education Theory Studio (General)	F 10
	Art History	R 9, 10, 11, 12
	Art History	R 2, 3
8	Art Education Theory Studio (General)	F 10
	Art History	R 9, 10, 11, 12
	Art History	R 2, 3

0100 Type A Seminar

Section	Time
1	T 9
2	F 12

NOTE: One additional hour tutorial required, by individual arrangement.

ADDITIONAL RELATED COURSES IN ART

114 Design Education

One Section W 2, 3, 4

138 Art and the Humanities

One Section F 2, 3

BUSINESS EDUCATION

305 Business Education applicants must select one of the Major Accounting, Secretarial or Data Processing programs offered in this field. The Business Education Timetables will be provided shortly after receipt of your application.

CLASSICS: See "MODERN AND CLASSICAL LANGUAGES"

COMPUTER STUDIES

345 Computer Studies

Section	Time
1	W 2, R 2, F 2
2	T 3, W 3, R 3
3	M 4, W 4, R 4
4	M 4, R 4, W 4
5	W 12, F 12

0600 Type A Seminar

One Section M, T, R 11

346 Computer Concepts (Business Education only)

Section	Time
1	T 11, R 11
2	T 11, R 11

100 Computers in Education (Additional Related Course)

One section M 3, 4

COUNSELLOR EDUCATION

355 Counsellor Education

Section	Time
1	T 9, 10, R 9, 10
2	T 9, 10
3	M 9, 10, W 9, 10
4	F 9, 10

Provisional 1976 - 1977 Course Timetable

continued on next page

COUNSELLOR EDUCATION

3	Small Group Activities	M 11, 12, W 11, 12
4	Lecture Group	F 9, 10
5	Small Group Activities	M 1, 2, W 1, 2
6	Lecture Group	F 11, 12
7	Small Group Activities	M 3, 4, W 3, 4
8	Lecture Group	F 11, 12
9	Small Group Activities	M 1, 2, W 1, 2
10	Lecture Group	F 11, 12
150	The Contemporary School Counsellor (Additional Related Course)	
	One Section	F 10, 11

DRAMATIC ARTS

485	Dramatic Arts	
	Section	Time
	1	T 9, 10, 11
	2	W 9, 10, 11
	3	F 9, 10, 11
	4	T 1, 2, 3, R 12, 1, 2
		M 1 2, 3, F 1, 2, 3

B700 Type A

One Section M 4, 5

147 Drama in Elementary Education (2 hours) (Additional Related Course)

Section	Time
1	W 1, 2
2	W 3, 4

ECONOMICS

360	Principles	One Section	M, T, W, R, F, 9
0900	Type A Seminar	One Section	M, T, W, R, F, 9, M

EDUCATIONAL MEDIA

107 Educational Media (2 hours) (Additional Related Course)

Section	Time
1	M 10, F 11
2	M 11, R 9
3	M 2, R 2
4	T 11, R 11
5	T 2, F 9

143 Speech and Personal Communication

Section	Time
1	M 3, 4
2	T 3, 4
3	W 11, 12
4	R 12
5	R 1

Speech Practice for interested students unable to attend course 143

ELEMENTARY EDUCATION 365

Each candidate must select one complete section (timetable 11 hours) plus one of the Special Topics sections. As section choices cannot be guaranteed, students are urged to plan as many complete timetables as possible using different elementary sections. All students should have at least three (3) section alternatives.

In order to provide an opportunity for student-teacher observation prior to practicum teaching, suggestions will be made, where possible, on the basis of 1/2 day per week for the first six weeks of the program. Therefore, students should make every effort to arrange a timetable to allow for this observation program.

Section	Time
1	M, T, W, R, F 9-10
2	M, T, W, R, F 10-11
3	M, T, W, R, F 11-12
4	M, T, W, R, F 12-1
5	M, T, W, R, F 1-2
6	M, T, W, R, F 2-3
7	M, T, W, R, F 3-4
8	M, T, W, R, F 4-5
9	M, T, W, R, F 5-6
10	M, T, W, R, F 6-7
11	M, T, W, R, F 7-8

Section	Time
1	M, T, W, R, F 9-10
2	M, T, W, R, F 10-11
3	M, T, W, R, F 11-12
4	M, T, W, R, F 12-1
5	M, T, W, R, F 1-2
6	M, T, W, R, F 2-3
7	M, T, W, R, F 3-4
8	M, T, W, R, F 4-5
9	M, T, W, R, F 5-6
10	M, T, W, R, F 6-7
11	M, T, W, R, F 7-8

ELEMENTARY EDUCATION 365

12	M, W, R	2:00
	M, T, W, R	3:00
	M, T, W, R	4:00
13	M, T, W, R	1:00
	M, T, W, R	2:00
	M, W, R	3:00
14	M, R	12:00
	M, T, W, R, F	3:00
	M, T, W, R	4:00
15	W	12:00
	F	1:00
	T, W, R, F	2:00
	M, T, W, R	3:00
	T	4:00

Provisional 1976 - 1977 Course Timetable

continued from previous page

ADDITIONAL RELATED COURSES—MATHEMATICS

157 Mathematics (2 hours)

Section	Time
1	M, W, 12
2	M, W, 1

MODERN AND CLASSICAL LANGUAGES

380 French

Section	Time
1	M 1, T 9, W 9, 10, F 1, 2
2	M 11, 12, 2, T 11, F 1, 2
3	M 3, T 10, R 11, 12, F 1, 2
4	M 4, 5, T 9, 11, F 1, 2
5	M 4, 5, T 9, 10, F 1, 2
6	M 11, 1, 2, W 10, F 1, 2
7	M 9, W 11, R 11, 12, F 1, 2
8	M 12, T 3, 4, W 9, 10, 1
9	M 9, T 3, 4, W 11, 12, 2
10	M 11, 12, T 10, 3, 4, W 9
11	M 10, 4, 5, T 3, 4, R 10
12	M 12, 4, 5, T 1, 2, R 11
13	M 10, 4, 5, W 11, 12, R 1
14	M 11, 4, 5, T 1, 2, R 2

1300 Type A Seminars (for all Type A French candidates)

Section	Time
1	M 1, 2
2	W 9, 10
3	R 11, 12
4	F 1, 2
5	T 3, 4
6	W 1, 2

Type A Seminars (for all candidates enrolled in Type A French not combined with another Type A subject)

Section	Time
1	T 1, 2
2	W 3, 4
3	R 3, 4
4	F 1, 2
5	M 3, 4

395 German

Section	Time
1	W 11, 1, 2 F 9
2	W 11, 1, 2 F 10

1900 Type A Seminars (for all Type A German candidates)

One Section R 4, 5

420 Italian

Section	Time
1	M 3, T 1, W 3, R 10
2	M 3, W 3, R 10, F 1

2700 Type A Seminars (for all Type A Italian candidates)

One Section W 4

560 Russian

One Section T 4, 5 R 5

4700 Type A Seminars (for all Type A Russian candidates)

One Section R 4

475 Spanish

Section	Time
1	M 4, T 11, W 12, R 3, F 11
2	T 11, W 12, R 3, F 12

5300 Type A Seminars (for all Type A Spanish candidates)

One Section T 3, 4

ADDITIONAL RELATED COURSES IN MODERN AND CLASSICAL LANGUAGES

102 Recent Developments in Modern Language Teaching

Section	Time
1	R 9, 10
2	F 9, 10
3	R 11, 12
4	F 11, 12

121 French at the Elementary School Level

Section	Time
1	M 9, 10
2	T 9, 10
3	R 9, 10
4	F 9, 10

CLASSICS

425 Latin & Classical Civilization

2900

Type B M, T, W, R, F 4

400 Greek

2100

Type A B M, W, 3

MUSIC

435 Music

Vocal

For Type B Students I

1 or Type A Students II

Section	Time
1	M, W, F 10, T 11
2	M, T, R, F 11

436 Instrumental

Section	Time
1	M 4, 5, T, W 2

3300 Type A Seminars

Section	Time
1	M, T, W, R 1
2	M, T, W, R 11, 10
3	M, T, W, R 11, 4, 3
4	M, T, W, R 12, 3, 3

ADDITIONAL RELATED COURSES IN MUSIC

131 Music for Elementary Schools (Grades 7 & 8)

One Section T 10, R 10

PHYSICAL AND HEALTH EDUCATION (MEN)

445 Physical and Health Education (Men)

446 Type B—Intermediate Part I Certificate

Section	Time
1	M, T, W, R, F 9
2	M, T, W, R, F 1
3	M, T, W, R, F 2

447 Type B—Intermediate Part II Certificate

One Section W, R, F 9

448 Specialist (See Course 3900)

3900 Type A

Section	Time
1	M 10, 11
2	W 10, 11
3	R 10, 11
4	T 10, 11
5	F 10, 11
6	M 10, 11
7	W 10, 11
8	R 10, 11
9	T 10, 11
10	F 10, 11

3900 Type A

NOTE: The Monday and Tuesday program is co-educational and involves all Physical and Health Education students and staff of the Men's and Women's Departments

ADDITIONAL RELATED COURSES IN PHYSICAL AND HEALTH EDUCATION (MEN)

105 Current Health Problems in North American Society

Section	Time
1	W, R 1
2	M, F 1
3	W, R 12

NOTE: Section #1 is for students enrolled in courses 3700 and 3900 (Type A Physical and Health Education).

115 Outdoor Education

Section	Time
1	T 3, 4
2	W 3, 4
3	R 3, 4

132 Physical and Health Education in Elementary Schools (Grades 7 & 8)

Section	Time
1	T 3, 4
2	W 3, 4

NOTE: Section #1 is for students enrolled in courses 3700 and 3900.

PHYSICAL AND HEALTH EDUCATION (WOMEN)

440 Type B

Section	Time
1	M, T, W, R, F 9
2	T 1, 2
3	R 1, 2
4	F 1
5	W, R, F 9
6	T 1, 2
7	W 1, 2
8	R 1, 2
9	F 2

3700 Type A (This course includes the work of 441 and the Type A Seminars)

Section	Time
1	M 10, 11
2	W 10, 11
3	R 10, 11
4	T 10, 11
5	F 10, 11
6	M 10, 11
7	W 10, 11
8	R 10, 11
9	T 10, 11
10	F 10, 11

NOTE: The Monday and Tuesday program is co-educational and involves the staff of the Women's and Men's Departments

ALL PHYSICAL AND HEALTH EDUCATION WOMEN

Courses 440 and 3700

Section	Time
Tuesday	4, 5 Skill Development Program
Wednesday	4, 5 Skill Development Program

POLITICAL SCIENCE

450 Political Science

Type B

4300 Type A

One Section

One Section

M, T, W, R, F 10

M, T, W, R, F 11

PSYCHOLOGY AND SOCIOLOGY

455 Psychology and Sociology

Type B

4500 Type A

Section

Section

Time

Time

M, T, W, R, F 11

M, T, W, R, F 12, 1

M, T, W, R, F 11

M, W, R, F 12, F 1

M, T, W, R, F 10

M, T, W, R, F 2

M, T, W, R, F 1

SCHOOL LIBRARIANSHIP

465 Type B

Section 1 is reserved for candidates who are also enrolled in the Elementary option. All others must select either Section 2 or Section 3. All candidates must choose one of the six seminars offered. Please record your choice of lecture and seminar sections as in the following example:

	Course Number	Section	Time
Lectures	465	1	Lecture 2/5 Seminar
		2	M, W, R, F 9
		3	M, W, R, F 10
		4	M, W, R, F 11
Seminars		1	T 9, 10
		2	T 1, 2
		3	T 3, 4
		4	W 3, 4
		5	R 3, 4
		6	F 1, 2

466 School Librarianship (For candidates who hold a degree in Library Science.)

One Section

M, W, R 2

SCIENCE

470 Type B (4 hours)

Section

Section

Time

Time

M, T, R, F 9

M, T, R, F 10

M, T, R, F 11

M, T, R, F 10

M, T, R, F 11

6300 Type A Biology (7 hours)

Section

Section

Time

Time

M, T, W, R, F 9

M, T, W, R, F 10

M, T, W, R, F 11

W, R 1

M, T, W, R, F 11

M, T 2

6500 Type A Chemistry (7 hours)

One Section

M, T, W, R, F 9

W 10, 11

4100 Type A Physics (7 hours)

One Section

M, T, W, R, F 10

W 9, 11

ADDITIONAL RELATED COURSES IN SCIENCE

109 Environmental Studies

Section

Section

Time

Time

M, W 1

M, W 2

M, W 3

T, R 1

F 2

T, R 2

T, R 3

149 Science Programs in Elementary Education (candidates only)

One Section

M 1, 2

ADMISSION

BASIC ADMISSION REQUIREMENTS

THE BACHELOR OF EDUCATION DEGREE AND THE INTERIM HIGH SCHOOL ASSISTANT'S CERTIFICATE, TYPE B, PROGRAM

Degree—An applicant must have an acceptable university degree before registration. An applicant completing degree requirements should have the OFFICIAL TRANSCRIPT of his university work to date sent to the Faculty. (N.B. In all cases, a complete OFFICIAL TRANSCRIPT showing that the applicant's degree has been conferred must be forwarded as soon as possible after graduation. An OFFICIAL TRANSCRIPT bears the seal of the university.)

Citizenship—An applicant must be a Canadian Citizen or a Landed Immigrant. An applicant must submit a photostat of Canadian Birth Certificate or Canadian Citizenship Certificate, (both sides). A Landed Immigrant must submit photostatic evidence of status.

Original passports must be shown. BAPTISMAL CERTIFICATES WILL NOT BE ACCEPTED. THE EVIDENCE SUBMITTED MUST SHOW THE CORRECT DATE OF BIRTH AND THE FULL LEGAL NAME. The name shown on the document submitted will be the name used by the Faculty unless the applicant submits, to the Office of Statistics and Records of the University of Toronto, a change of name form with supporting legal documents. We will supply a change of name form on request.

A student previously in attendance at the University of Toronto must use the name recorded with the Office of Statistics and Records. Any subsequent change of name should be reported, by the student, on a change of name form with supporting legal documents, to the Office of Statistics and Records.

Age—An applicant must be 20 years of age before October 1, 1976.

TB—An applicant must submit evidence of a negative tuberculin test reading OR chest X-ray taken since September 9, 1975, a requirement under the Ontario Revised Regulations, Ministry of Health, 1970.

REGULATIONS GOVERNING APPLICATION AND ADMISSION

Language Test—An applicant whose first language is not English may be required to pass the Communication Test for Teaching in the English Language (administered by the Faculty). See page 16.

Name—An applicant will REGISTER in the name given on the application form. Any subsequent name change should be reported after registration to the Admissions Office.

Selection and Deadline—The selection of applicants for the 1976-1977 Bachelor of Education degree and Interim High School Assistant's certificate, Type B, program will be based in part on content and grades of university courses. Courses in progress are not assessed for grades for Type B admission. Applicants are strongly advised to apply as soon as applications are available. The closing date for receipt of complete applications is April 1st, 1976 or when sufficient accepted applicants have deposited.

Application—It may be necessary to limit enrolment in some courses owing to limitations of staff and facilities. Early application is advised for the best selection of courses.

An application, including social insurance number, will be assessed for admission ONLY when the documents listed under 'Basic Admission Requirements', above, have been submitted. However, the application

should be submitted as early as possible and should not be held by the applicant while awaiting supporting documents.

IN CASE OF DOUBT CONCERNING THE STATUS OF THE APPLICATION, IT IS THE APPLICANT'S RESPONSIBILITY TO WRITE TO THE OFFICE OF ADMISSIONS OF THE FACULTY WITHIN FOUR WEEKS OF THE DATE OF OUR LAST WRITTEN COMMUNICATION WITH THE APPLICANT.

Deposit and withdrawal—An admission acceptance form, along with fifty dollars (\$50) deposit in the form of a CERTIFIED CHEQUE OR MONEY ORDER payable to the University of Toronto, must be received by the University within 21 days of the date of our letter offering admission. Deposits should not be forwarded before admission. Forty dollars (\$40) of the deposit will be refunded only if the applicant decides not to enrol and informs Admissions, in writing, of his intention on or before July 30, 1976. Date of deposit will determine assignment to courses. A new application is required each year.

Documents—Documents submitted become the property of the Faculty (passports and original diplomas excepted). Students who withdraw and wish to have documents returned must include with their withdrawal notice a stamped, self-addressed envelope. Transcripts marked confidential may not be returned to applicants. Documents are not retained from year to year.

How To Apply For Admission

Obtain an Application

Application Opens:

Mon., Nov. 3, 1975, for four year graduates, (post-Ontario grade 13 level).

Mon., Jan. 5, 1976, for three year graduates, (post-Ontario grade 13 level)

- (1) Submit your application as early as possible
- (2) Submit required documents with, or immediately following your application. Only applications complete in all respects will be considered.
- (3) Inquire IN WRITING about your application should there be a delay. (Inquiry Cards are provided with the application).
- (4) After receiving an offer of admission:
 - Submit deposit.

TIMETABLE

You select your timetable when completing your application form. (Except Business Education applicants, who fill in NO section numbers on the application form but complete a course selection card when they receive a Business Education timetable after submitting their application.)

To select a timetable:

- (1) Read the course descriptions AND the Department Notices.
- (2) Select all your courses. If you believe you are eligible for Type A admission in addition to Type B (see requirements p. 20) select the APPROPRIATE Type A Seminar.
- (3) Consulting the timetable information contained in the enclosed Information Bulletin Supplement, and using the timetable card provided, construct your timetable in the following order:
 - Type A Seminar
 - Type B teaching subjects (2)
 - Educational Theory Courses (3)
 - Additional Related Course (1)
 Course 201, The Structural and Legal Bases of the Ontario School System need not be timetabled.
- (4) Enter the timetable section numbers on the application form in the space provided, eg:

History	4	0	5	3	Section #
	Course #				

Note:

If you wish to change a course after submitting your application be sure to provide all section number changes required. No assurance can be given that section numbers requested will be available

Additional Application Information

TRANSCRIPTS

If applying in your graduating year submit official transcripts to date in support of your application. Following graduation have sent, as soon as possible, a final official transcript showing that your degree has been conferred. Fall 1976 graduates may be granted Provisional Admission on submission of satisfactory evidence before Registration that they are eligible to graduate. Satisfactory evidence that the degree has been conferred must be received by December 10, 1976, or admission will be cancelled.

IMPORTANT!

In fairness to all applicants all deadlines and requirements will be adhered to. It is the applicants' responsibility to meet the indicated deadlines in submitting application forms and supporting documents and in paying deposits and fees. To avoid problems with the mails, particularly near deadlines, applicants should allow adequate time for mail delivery.

In past years we have had more applications than it has been possible to accept. To avoid disappointment, ensure that your application is not rejected for any of the following reasons:

- Failure to submit a complete* application before the deadline.
- Failure to submit the required deposit within the allotted time after acceptance.
- Failure to have an acceptable degree, by Fall convocation at latest, of the year of admission.
- Failure to comply with such other admission requirements as may apply.

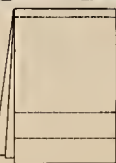
*An application is complete *only* when filled out correctly and fully and supported by *all* required documents. Applications submitted before the April first deadline, but not complete until after that date, will be considered only when complete and if space is available.

No assessment or assurance concerning an application is valid unless it is in writing and signed by the Admissions Officer

YOUR APPLICATION PACKAGE



Information Bulletin
(for information and
instructions)



Numbered Application Form
(complete and return two
top copies)



Resume Form (complete and
return with application)



Courses in Progress Form
(for applicants in graduating
year)



Address Form (complete and
return with application)



Return Envelope
for application



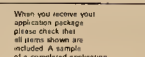
Timetable Card—complete
and return



Application Enquiry Cards (2)



Withdrawal Card



Grading System

An outline of the system of grade values used in determining the final academic standing for the Bachelor of Education degree and the High School Assistant's Certificate, Type B.

Standings will be reported by letter grades: A, B, C, D, F. The letter grades may be interpreted in terms of the following numerical ranges:

A (80-100); B (70-79); C (60-69); D (50-59); F (below 50).

Final Standings are calculated by a combination of weight factors and category values.

- a) A grade value is determined by multiplying a category value by a weight factor.
- b) Category values for each letter grade are as follows:
A - 4, B - 3, C - 2, D - 1, F - 0
- c) Weight factors for each of the four parts of the program are as follows

Part I	Teaching Subjects (2)	7 + 7 = 14
Part II	Educational Theory (1 + 3) + 4 + 4 + 4 = 14	
Part III	Professional Practice (10 weeks)	15
Part IV	Additional Related (1) Courses	3

The chart below illustrates the calculation of grade values using the category value of 4, the numerical equivalent of the letter grade A.

PROGRAM PARTS	WEIGHT FACTOR	CALCULATION OF GRADE VALUE		
		Weight Factor	Category Value	Grade Value
PART I				
Teaching Subject: First Option	7	7	4	28
Teaching Subject: Second Option	7	7	4	28
PART II				
Educational Theory: Structure & Legal Bases of the Ontario School System	2	2	4	8

PROGRAM PARTS	WEIGHT FACTOR	CALCULATION OF GRADE VALUE		
		Weight Factor	Category Value	Grade Value
3 Courses Educational Administration Educational Psychology History, Philosophy & Soc. of Education	4 each	(4+4+4)	x 4	48
PART III Professional Practice	15	15	x 4	60
PART IV Additional Related Courses	3	3	x 4	12
TOTAL GRADE VALUE:				184

To be recommended for the Bachelor of Education degree and the High School Assistant's Certificate, a candidate must:

- 1) Attain a minimum of D in each course;
- 2) Attain an overall average of C or, in terms of grade value, 92 points.

The point range in our grade value system uses 92 as the base for the C grade. The points above 92 are spread equally into three ranges to correspond to the grades A, B, and C.

Thus: A = (184-154) Grade value in points C = (122-92) Grade value in points
B = (153-123) Grade value in points D = (91-46) Grade value in points

A candidate receiving fewer than 92 points will not be recommended for the Bachelor of Education degree and the High School Assistant's Certificate. Some examples of the calculation of grade values:

PROGRAM PARTS	STUDENTS							
	I	II	III	IV	V			
PART I	Teaching Subjects							
Subject #1	A	C	B	C	B			
	B	D	C	D	B			
PART II	Educational Theory							
Course #201 (compulsory)	B	B	A	C	C			
	A	C	B	D	D			
	B	B	C	C	B			
	B	B	D	D	B			
PART III	Practice Teaching							
PART IV	Additional Related Subject							
GRADE VALUE					164	80	106	107 128
TRANSCRIPT GRADE					A	D	C	B

Some Points to Note When Completing Your Application

Indicate year now in attendance or of last attendance

University record

UNIVERSITIES ATTENDED		DEGREE COURSE OR DIPLOMA OBTAINED	IF BACHELOR'S DEGREE, YEAR OF PROGRAM COMPLETED	CHECK IF DEGREE RECEIVED BY OTHER MEANS	HIGHEST ACADEMIC YEAR ATTAINED	DATE ATTENDED	
UNIVERSITY NAME						FROM	TO
University of Toronto		BA	✓	✓	4	1971	1975
FACULTY (SCHOOL / INSTITUTE IN WHICH I PROPOSE TO REGISTER)		PREVIOUS REGISTRATION AT U. OF T. IF APPLICABLE					
FACULTY OF EDUCATION		LAST TIME AT U. OF T.		SUMMER 12 OR WINTER 12	74 TO 75	FACULTY	DEPARTMENT
DEGREE OR DIPLOMA SOUGHT (IF ANY)		FIRST TIME IN THE SCHOOL OF EDUCATION		SUMMER 12 OR WINTER 12		Arts	English
BACHELOR OF EDUCATION		FIRST TIME AT U. OF T.		SUMMER 12 OR WINTER 12	71 TO 72	Arts	English
21 I PROPOSE TO REGISTER IN THE	22 I PROPOSE TO REGISTER AS A	23 I PROPOSE TO REGISTER AS A					
<input checked="" type="checkbox"/> WINTER SESSION	<input checked="" type="checkbox"/> FULL TIME STUDENT	<input checked="" type="checkbox"/> REGULAR STUDENT					
<input type="checkbox"/> SUMMER SESSION	<input type="checkbox"/> PART TIME STUDENT	<input type="checkbox"/> SPECIAL STUDENT					
24 DATE	25 STUDENT'S SIGNATURE						
November 16, 1975	John Doe						

date and sign

Be sure to date and sign your application the day you return it

Business Education

1 Business Education (Elementary)	305
2 Business Education (Intermediate)	305

Leave section area blank

Note entry for Business Education which is offered only as two teaching subjects. One of four areas of concentration must be specified as shown.

Elementary Education & Course Sections

Note method of selecting Elementary Education as one of Two Type B teaching subjects

Select Course 302 as one of three theory courses if you select Elementary

FIRST CHOICE COLUMN			
FILL IN COURSE NAME, COURSE NUMBER AND SECTION NUMBER.			
COURSE DESCRIPTION		NUMBER	SECTION
TWO TEACHING COURSES 300-600 SERIES			
1	English	375	4
2	Elementary ed.	305	4
EDUCATIONAL THEORY COURSES 300-SERIES			
3	Introduction to Education	203	1

After consulting the Faculty Timetable (see enclosed supplement) construct a workable timetable, using the card provided, and fill in the section numbers on the application form

Type A

Use upper level for single Type A

TYPE A SUBJECTS					
1 English	1100	01			
2 Latin	2900	05			

USE LOWER LEVEL FOR DOUBLE TYPE A

- English—Course #1100, Section 1
- Latin—Course #2900, Section 5
- In combination the Course # is 1129

TYPE A SEMINARS OFFERED

(For the numbers of Type A combinations, use the first two numbers of subject number in alphabetical order, e.g., Biology and History—0323, English and Psychology—1145)

- | | |
|-----------------------|------------------------|
| 0100 ART | 2500 HOME ECONOMICS |
| 0200 ANTHROPOLOGY | 2700 ITALIAN |
| 0300 BIOLOGY | 2900 LATIN |
| 0500 CHEMISTRY | 3100 MATHEMATICS |
| 0600 COMPUTER STUDIES | 3300 MUSIC |
| 0700 DRAMATIC ARTS | 3700 PHE WOMEN |
| 0900 ECONOMICS | 3900 PHE MEN |
| 1100 ENGLISH | 4100 PHYSICS |
| 1300 FRENCH | 4300 POLITICAL SCIENCE |
| 1500 GEOGRAPHY | 4500 PSYCHOLOGY |
| 1700 GEOLOGY | 4700 RUSSIAN |
| 1900 GERMAN | 5100 SOCIOLOGY |
| 2100 GREEK | 5300 SPANISH |
| 2300 HISTOY | |

Documents

Documents Enclosed

(Check where applicable)

- ☐ Transcripts
- ☒ Resume Form
- ☐ Courses in Progress Form
- ☒ Photostat of Canadian Birth Certificate
- ☐ or Citizenship Certificate both sides
- ☐ or Landed Immigrant Card
- ☐ Photostat of Marriage Certificate (women)
- ☒ Evidence of T.B. Test taken since Sept. 8, 1975
- ☐ Transcripts ordered from University

Be sure to list documents enclosed with your application. Those documents not accompanying the application should be forwarded as soon as possible. See page 11 for regulations.

ADMISSION-REGISTRATION CHECKLIST

Besides the points noted below other details and requirements may apply. Please read and follow all application and registration instructions carefully.

ADMISSION

- ☐ Obtain Application Package
 - 4 year post Ont. Grade 13 level or better, Nov. 3.
 - 3 year post Ont. Grade 13 level Jan. 5.
- ☐ Complete and return application as soon as possible. Closing date is April 1st or when sufficient deposited applications are received. Be sure to include Social Insurance Number, Resumé, Courses in Progress Form and Address Form
- ☐ Include section numbers on your application form for all courses you select in your program (Business Education applicants excepted —these applicants select section numbers after receiving Business Education timetable material).
- ☐ Submit supporting documents as required
 - Official Transcripts to date
 - Photocopy of Birth Certificate as instructed
 - Photocopy of Marriage Certificate (Married women)
 - Satisfactory Evidence of TB Test taken since Sept. 9, 1975.

- ☐ Receive Application Receipt Form (see example page 13)
- ☐ Inquire if concerned re application not less than 4 weeks from receipt, using card provided
- ☐ Advise Faculty of any change of address
- ☐ Take Communication Test if required
- ☐ Receive Acceptance letter
- ☐ Submit deposit as required using envelope provided. Be sure to use *Money Order or Certified Cheque*
- ☐ Receive deposit receipt (allow three weeks)
- ☐ Read carefully Registration material provided with application
- ☐ Pay fees using form provided in summer or ☐ withdraw, using card provided. Last day for withdrawal with \$40.00 refund is Friday, July 30, 1976
- ☐ If in graduating year make sure final official transcripts, showing degree *actually conferred* are sent after Spring convocation to Admissions, Faculty of Education, 371 Bloor St. West, Toronto, Ontario, M5S 2R7
- ☐ Register, following registration instructions
- ☐ Last day for Change of Courses, Monday September 27, 1976
- ☐ Submit Course Confirmation & Information Cards Tuesday Sept. 28, 1976.

Course Changes

- A. Pre Registration Course Changes
 - up to Friday May 21st in writing to Admissions, Faculty of Education, 371 Bloor Street West, Toronto, M5S 2R7, for all courses. Include all section number changes.
- B. Registration Course Changes
 - from Thursday September 9, 1976, to Monday, September 27, 1976, for *all subjects in the Faculty of Education related courses*.
 - from Friday, September 10, 1976 to Monday, September 27, 1976, inclusive, for Educational Theory Courses.

Registration course changes are made with the Department offering the course. To change to a teaching subject having an academic prerequisite, a Prerequisite form must first be obtained from the Admissions Officer for presentation to the Department.

THE LAST DAY FOR ALL COURSE CHANGES IS MONDAY, SEPTEMBER 27, 1976.

The Course Confirmation Card showing your final program should be returned to the Faculty Admissions Officer on Tuesday September 28, 1976, along with the Student Information Card and Year Card.

FEES

(1975-76 Schedule, subject to change)

* Deduct \$50 deposit if paid in advance.

Note:

- (1) The academic fee (which includes the examination and University Library fees) and the incidental fees are to be paid to the University of Toronto according to instructions on the fees form which will be sent to you prior to registration.
- (2) Incidental fees include the following:
 - Hart House, Students' Administrative Council, Athletic, Health Service, and Student Union Fee.
- (3) An additional charge of \$12 is made for payment of fees in two instalments.
- (4) After January 15, an additional deferred payment fee of \$10 will

FACULTY OF EDUCATION	Academic Fee	Incidental Fee	Single Payt. Total Fee	Instalment Payment 1st	Instalment Payment 2nd
	\$80.00	77.50	657.50*	437.50	232.00

be imposed. Outstanding fees will be subject to a further penalty of 1% per month, beginning March 1.

- (5) There is no additional fee for the High School Assistants' program, Type A, or for courses leading to additional certificates taken concurrently with the High School Assistants' program, Type B.
- (6) Forty dollars of the \$50 deposit will be refunded if you decide not to enrol and inform the Admissions Officer of your intention, in writing, on or before Friday July 30th 1976.

Note: A student who withdraws before the end of his course will be charged fees in proportion to the period of his attendance, i.e., up to the effective date of his withdrawal. After twenty weeks no fees refunded.

FINANCIAL ASSISTANCE

ONTARIO STUDENT ASSISTANCE PROGRAM/CANADA STUDENT LOANS PLAN

The Canada Student Loans Plan was originally instituted by the Federal Government in 1964. The loan scheme was later integrated with provincial grants under the Ontario Student Awards Program. A student may apply for assistance under the Program to meet assessed educational costs when one's own resources and/or those of his family are assessed as insufficient to enable one to pursue post-secondary education. The institution to which application is made will inform the student of the amount of aid granted in each case. Under the present program, if residency and other requirements are met, the first \$800 of any award is Canada Student Loan and the balance is provided as Provincial grant. Borrowers under this Plan are required to repay the loan portion, but no principal or interest payments are required so long as the student is in full-time attendance at an eligible institution and for six months thereafter. For those qualifying for Canada Student Loan only, the maximum loan which may be advanced under this Plan to one student is \$1,800 in one academic year. For those receiving a combination of loan and grant the award maximum is determined by actual educational costs. Application should be made to the Office of Student Awards, Room 107, Simcoe Hall, University of Toronto, Toronto, Ontario M5S 1A1. If you qualify for assistance, you will first receive a Certificate of Eligibility for the loan portion, authorizing you to make arrangements for the loan with any chartered bank or other approved lending institution. The grant portion of the award, if any, is normally paid in the second term, but if the total award is over \$1,800, a portion of the grant money will be paid in the first semester.

ALUMNI LOAN FUND

A Consolidation of the Class of 1895 Loan Fund, The Alumni Loan Fund and The School of Graduate Studies Loan Fund

Application forms are available from Alumni House, 47 Willcocks Street, Toronto, Ontario M5S 1A1

PARTICULARS OF LOAN FUND

1. Loans will be made on the basis of a student's need and merit.
2. They are only available to students enrolled in a full-time course at the University.
3. They are available to students in their second and subsequent years at the University up to a maximum of \$500.
4. In the case of students applying for an additional loan, the total loan outstanding at any one time must not exceed \$500.
5. Interest will be charged at the rate of 6% from a date to be decided by the Loan Committee. Applicants are requested to repay the loan as soon as possible so that the money will be available to other needy students.
6. Loan repayments are repayable at any time or in instalments preferably of \$25.00 or multiples thereof.
7. Loans will be secured by a Promissory Note with one endorser, who must be satisfactory to the Loan Committee. The endorser must be a property owner, with property situated in Ontario or a person in Ontario can be an endorser who has personal property sufficient to guarantee the repayment of the loan.
8. The recommendation from the Head of the Department, Faculty or other division of the University concerned must be completed in full (see Application, page 3).
9. Repayment will be made and all changes of address and enquires concerning the loan will be addressed to Canada Permanent Trust Company, 20 Eglinton Avenue West, Ninth Floor, Toronto, Ontario M4R 2E2. Attention: University of Toronto Alumni Association Loan Fund.
10. Borrowers who are going to have difficulty meeting their repayment commitment must apply in writing to Alumni House (Loan Committee), 47 Willcocks Street, Toronto M5S 1A1, for an extension two months prior to the due date.

ACCOMMODATION AND DAYCARE

Direct Inquiries To The Following:

University College: <i>Men & Women</i>	Director of Residences (apply after Sept.) 2nd Floor 79 St. George St. Toronto, Ontario M5S 1A1	928-2530
Victoria College: <i>Men</i>	Oean of Men, Victoria College 73 Queen's Park Crescent Toronto, Ontario M5S 1K7	928-3809
Trinity College: <i>Men & Women</i>	Oean of Residence, Trinity College Hoskin Avenue Toronto, Ontario M5S 1H8	928-8680
St. Michael's College: <i>Women</i>	Oean of Women, Loretto College 70 St. Mary St. Toronto, Ontario M5S 1J3	925-2833
Innis College: <i>Men & Women</i>	Residence Co-ordinator, Innis College (late Aug.) 63 St. George St. Toronto, Ontario M5S 1J5	928-2512
Theological Colleges Knox College: <i>Men</i>	The Bursar, Knox College 59 St. George St. Toronto, Ontario M5S 2E6	923-7809
Wycliffe College: <i>Men</i>	Dean of Residence, Wycliffe College Hoskin Avenue Toronto, Ontario M5S 1H7	923-7307
Centre for Christian Studies: <i>Men & Women</i>	Director of Residence, Women 77 Charles St. W. Toronto, Ontario M5S 1P5	923-1135
Ewart College: <i>Women</i>	Dean of Women, Ewart College 156 St. George St. Toronto, Ontario M5S 2G1	925-3801

Single Graduate Residences

St. George Graduate Residence: <i>Men & Women</i>	The Warden, St. George Residence (This is a residence for single students working for a second degree) 321 Bloor Street West Toronto, Ontario M5S 1S5	928-4885
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Married Students Apartments

Units of one and two bedroom unfurnished apartments are available in the Married Student Apartment complex on Charles Street West, adjacent to the University Campus. Brochures and application forms may be obtained from the University Housing Service, 49 St. George Street, Toronto, Ontario M5S 2E5.

Independent Residences not Affiliated with the University of Toronto

Campus Co-op Residence Inc: <i>Men & Women</i>	Campus Co-op Residence Inc. 395 Huron Street Toronto, Ontario M5S 2G5	964-1961
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(Residence and apartments, accommodation for graduate and undergraduate students)

Tartu College: <i>Men & Women</i>	Manager, Tartu College 310 Bloor Street West Toronto, Ontario M5S 1W4	925-4747
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Other Accommodation

The University Housing Service, 49 St. George St., Toronto, Ontario M5S 2E5, Telephone 928-2542, also maintains a registry of available accommodation for use of University students and staff. As this is in private houses over which the University has no control or authority, reservations cannot be made.

Daycare

Margaret Fletcher Daycare, U. of T.	928-9423
Campus Co-op Daycare	924-7075
St. Andrew's University Day Nursery	921-7078

Very early application is absolutely essential.

Separate School Notice

Information For Those Who Intend to Teach In the Separate School System

Christian Education, Thurs. 10-12, Fri. 12-1, Apply before Registration in writing to the Chairman, Elementary Education Department. The Catholic community is becoming increasingly aware of the necessity of selecting teachers who share the vision of the Catholic school as one in which its members are educated in every dimension of life within the Catholic expression of Christianity. Those aspiring to teach in the separate school system of Ontario are encouraged to become familiar with the commitment required of a teacher in this system before deciding to teach in it. The Ontario English Catholic Teachers' Association has expressed its concern in this manner:

"That since the Catholic public school system is founded on the philosophy of Catholic education it is incumbent upon the teachers in the system to adhere to that philosophy."

An increasing number of separate school boards in Ontario are now giving consideration of employment only to those applicants who have availed themselves of religious education programmes offered at a faculty of education.

The F.E.U.T. offers two optional courses in Christian Education in cooperation with the University of St. Michael's College. Each course is one complete unit and is accredited by the University of St.

Michael's College at the Master of Religious Education level. The Metropolitan Toronto Separate School Board recognizes either of these courses as representing half of the 100 hour in-service program now required. The other half is able to be completed by taking either the second course at F.E.U.T. or one one-semester course at St. Michael's College in one of the first two years of employment by the MSSB.

In the academic year 1976-77 the two courses are as follows:

First Semester: FOCUS ON CHRISTIAN EDUCATION

After focusing upon some of the basic issues of Christian Education (nature of revelation and nature of man) attention will be given to the practical implications of these basic assumptions for programs of religious education.

Second Semester: GROWTH TOWARDS RELIGIOUS DECISION

A study of the developmental processes (cognitive, affective, moral and social) which underlie the growth of faith and make possible adult religious decision. This study provides a background for the practice of Christian Education from infancy to the age of adult religious decision (approximately age 25-30).

Enrollment in each course is limited to 45. In the second semester preference will be given to students who did not take the first semester course.

Participation in such a course will be helpful in becoming informed about the ideals of Catholic education so that the new teacher might enter into such employment with commitment, sincerity and zeal.

Language Requirement

THE COMMUNICATION TEST for Teaching in the English Language

The Communication Test is a service provided by the Faculty to assist applicants whose first language is not English with an assessment of their ability to communicate in English for secondary or elementary classroom purposes. The Test Committee is made up of highly qualified representatives of the Faculty, the teaching profession, the Headmasters Association, the Ontario Secondary School Teachers Federation and the University of Toronto English Department. Some or all of these representatives may sit on any particular test.

The test consists of an interview of from twenty minutes to half an hour with the Committee and a one hour period in which the applicant is asked to write a short essay on one of a selection of topics. Particular attention is given to grammar, use of idioms, accentuation, vocabulary and delivery.

Because of their wide experience and expertise, the Committee has been able to offer valuable advice and counselling to applicants referred to it. Those not recommended by the Committee normally follow its advice and return in a subsequent year, usually with success.

Required Course

201 The Structural and Legal Bases of the Ontario School System

Required Readings:

1. *The Ministry of Education*
 2. *The Education Act*
 3. *Regulation 191*
 4. *P.I.J.I.*
 5. *H.S.I.*
 6. *We the Teachers of Ontario* which includes *The Teaching Profession Act*
 7. Gilbert, et al. *A Hard Act to Follow*. (revised edition) Toronto: Guidance Centre, FEUT, 1976.
- All readings except *The Education Act* and *A Hard Act to Follow* are distributed at the first session of the course. *The Education Act* may be purchased during the second week of the course. *A Hard Act to Follow*, which has been prepared as an aid to the interpretation of the readings, may be borrowed from the Faculty of Education library or purchased at the University of Toronto Book Store, or the SCM Bookstore on Bloor Street.

DEPARTMENT NOTICES

Material Available should be requested directly from the Department concerned care of the Faculty of Education 371 Bloor St. West, Toronto, Ontario, M5S 2R7

ART EDUCATION

Advice, re: prerequisites if any: Candidates are advised not to elect Art Education 300 or 0100 unless at least 1/3 of their total required art credits represent studio-oriented experience.

Preparation advised: (1) background in modern art history, including Canadian; (2) familiarity with a camera having adjustable lens and shutter.

Material available: Booklist

Material required: Nil

Special Registration information: Phone or write the Department for information about choice of studio section and optional advance interview about individual program.

Other: Nil

BUSINESS EDUCATION

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Booklists

Material required: Nil

Special Registration information: Applicants selecting Business Education will be sent special timetable information and a Course Selection Card. When they receive this material they should construct a personal timetable, fill it in on the course selection card and return it in the envelope provided to Faculty Admissions.

Other: Nil

COMPUTER STUDIES

Advice, re: prerequisites if any: Nil

Preparation advised: One or two University courses in Computing recommended.

Material available: Reading lists, Course Objectives, and Course outlines

Material required: Nil

Special Registration information: Open to students in Business Education, Mathematics and Science Options. Total enrolment limited to 60.

Other: Nil

COUNSELLOR EDUCATION

Advice, re: prerequisites if any: Nil

Preparation advised: Work with students, parents, school observation, etc.

Material available: Pamphlet, "Counsellor Education."

Material required: Nil

Special Registration information: Students admitted to the course are required to have a personal interview with the Department.

Please apply for an interview early by contacting: Counsellor Education

Department, 371 Bloor Street West, Room 56, Toronto, Ontario. Phone 928-2053. The interview is not a prerequisite for admission to Counsellor Education.

Other: Nil

DRAMATIC ARTS

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Booklist

Material required: Nil

Special Registration information: Nil

Other: Nil

EDUCATIONAL MEDIA

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Nil

Material required: Nil

Special Registration information: Nil

Other: Nil

EDUCATIONAL MEDIA

Speech Consultant Program

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Pamphlet on Speech Program

Material required: Nil

Special Registration information: Nil

Other: Course description of #143 is available.

EDUCATIONAL ADMINISTRATION

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Bibliographies available

Material required: Nil

Special Registration information: Nil

Other: see page 16 re course 201.

EDUCATIONAL PSYCHOLOGY

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Nil

Material required: Nil

Special Registration information: Nil

Other: Nil

HISTORY, PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Booklists & course outlines.

Material required: Nil

Special Registration information: Nil

Other: Nil

ELEMENTARY EDUCATION

Advice, re: prerequisites if any: Nil

Preparation advised: It is advisable for all those who intend to become students in the elementary department of the Faculty to spend a period of time in a school in order to observe organization, daily routines, and especially the various teaching activities and techniques. The acceptable time for this observation is in the spring prior to registration at the Faculty. Permission must be obtained beforehand from the principal of the school concerned.

Material available: Detailed information, included in the Student Handbook for Elementary Education, will be distributed during the Elementary briefing session on September 8, 1976.

Material required: Nil

Special Registration information: Please note the timetable and schedule for registration.

Other: Nil

ENGLISH

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Booklists

Material required: Nil

Special Registration information: Besides taking their Type A seminars (1100) Type A English students take Type B English (375) Other: Course 122—Language Arts of the Cinema: to cover the cost of the films used, there is a charge of \$10.00 per student.

GEOGRAPHY—GEOLOGY

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Booklist—Type B and Type A Geography Memorandum concerning Additional Related Courses.

Material required: Nil

Special Registration information: Nil

Other: Candidates are welcome to arrange for interviews with faculty members of the Geography Department during the academic year(s) prior to admission to F.E.U.T. to discuss teaching careers in geography.

HISTORY & SOCIAL SCIENCE

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Booklists

Material required: Nil

Special Registration information: Nil

Other: History 406 recommended for students taking Economics, Political Science, Psychology and Sociology but not enrolled in History 405.

MATHEMATICS

Advice, re: prerequisites if any: Nil

Preparation advised: see "other" below

Material available: Nil

Material required: Nil

Special Registration information: see "other" below

Other: Preparatory Examination: Students for this course should know what mathematics is studied in high school Grades 9 through 12, have some appreciation of the approach taken by various authors of school texts and a good working knowledge of the mathematics involved. Knowledge of the mathematics of Grades 9 to 12 will be tested by a 2 1/2 hour examination given during the Registration period. The following series of texts are recommended for use in preparation for this examination: Del Grande et al. Mathematics 9, 10, 11 and 12 (2nd editions). Gage Educational Publishing Ltd., P. O. Box 5000, 164 Commander Blvd., Agincourt, Ont. M1S 3C7 Elliott et al. Contemporary Mathematics 3, 4, 5 and 6. Holt Rinehart and Winston, 55 Horner Ave., Toronto, Ont., M8Z 4X6.

MODERN AND CLASSICAL LANGUAGES

Advice, re: prerequisites if any: Students selecting a Modern Language should have a reasonable fluency in the language.

Preparation advised: Nil

Material available: Booklists

Material required: Nil

Special Registration information: Nil

Other: Nil

MUSIC

Advice, re: prerequisites if any: Former participation in a choir, band or orchestra.

Preparation advised: Nil

Material available: Booklist, pamphlet

Material required: Nil

Special Registration information: Students are advised to see the Department chairperson prior to registration.

Other: Nil

PHYSICAL AND HEALTH EDUCATION (men)

Advice, re: prerequisites if any: Preference given to candidates who complete Physical Education at the grade 12 or 13 level and have a real interest in physical activity.

Preparation advised: Nil

Material available: Nil

Material required: Nil

Special Registration information: Nil Other: Students for the Type B program who have a minimum of five full undergraduate credits in Physical and Health Education, may be eligible for admission to the course leading to Part II of the Intermediate Certificate.

PHYSICAL AND HEALTH EDUCATION (women)

Advice, re: prerequisites if any: For 440 background in Physical and Health Education is essential, i.e. (1) skilled in some activities (games, gymnastics, dance, aquatics) (2) interested and active at the present time in some activities (3) active participation during high school and university (4) Physical Education credits in the 4 years of high school (5) Leadership experience (camp, recreation)

Continued on page 18

Department Notices Cont.

Preparation advised: Physical fitness
Material available: Department pamphlet;
List of equipment requirements; Information
about Aquatics pre-test (required for practice
teaching in a pool); Medical form (all
students); Aquatics questionnaire (all
students); Type B background questionnaire.
Material required: (see above)

Special Registration information: To be
handed in at registration: (1) Medical
certificate (2) Aquatics questionnaire (3) Type
B background questionnaire Other: Type A
and Type B classes are conducted separately.
Courses 3700 and 443 have 6 hours. Course
440 7 hours. Intermediate II 3 hours in
addition to 440.

PRACTICE TEACHING

Advice, re: prerequisites if any: Nil

Preparation advised: Nil

Material available: Nil

Material required: Nil

Special Registration information: On the first
day of registration special assemblies relating
to Practice Teaching are held for all students.
Printed materials are distributed

Other: Nil

SCHOOL LIBRARIANSHIP

Advice, re: prerequisites if any: Nil

Preparation advised: To read books listed on
Department's reading list.

Material available: Recreational Reading
List.

Material required: Nil

Special Registration information: Nil

Other: Nil

HOME

ECONOMICS

Advice, re: prerequisites if any: Admission to
course leading to the Intermediate Certificate
in Home Economics is restricted to holders
of a minimum of five approved full
university courses in Home Economics in
each of the following areas: Food and
Nutrition; Textiles and Clothing; Family and
Child Development; Housing and Interior
Design; Management and Consumer
Economics; with a standing not lower than
60% or C, whichever is higher. Intermediate
candidates register in course 410. Type A
candidates are admitted according to the
standard procedures for admission of all
Type A candidates. Type A candidates
register in courses 410 and 2500.

DEPARTMENT OFFICES

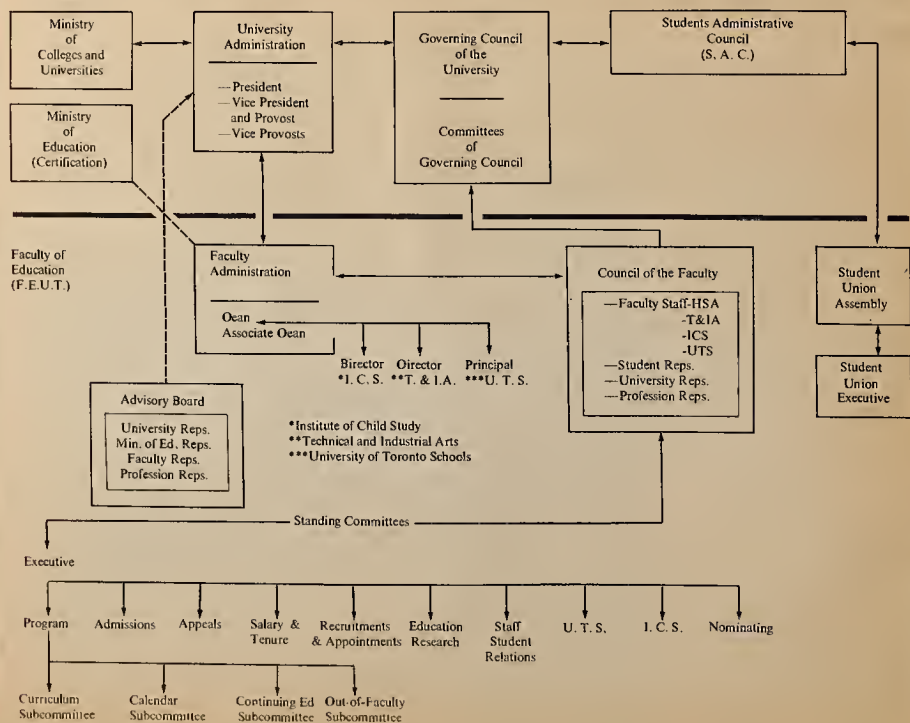
*All telephone numbers are prefixed by 928-
S - 703 Spadina Avenue
OISE - 252 Bloor Street West
All other rooms are in 371 Bloor Street West

Department	Room	Telephone*
Administration and Program Development	—125	3430
Art Education	—OISE—C17	—7275
Business Education	—331	—3610, 3214
Computer Studies	—333	—6264
Counsellor Education	—056	—2053
Dramatic Arts	—233	—3241
Educational Media	—306	—2966
Educational Psychology	—S200	—7344

Elementary Education	—122	—3626
English	—346	—3228
Geography	—241	—2911
History, Philosophy and Sociology of Education	—OISE—N448	—6208
History and the Social Sciences (Economics, Political Science and Psychology and Sociology)	—OISE—S561	—3431
Home Economics	—316	—3207, 7076
Mathematics	—373	—3235
Modern and Classical Languages	—369	—3240
Music	—258	—3434
Physical and Health Education—men	—OISE—S554	—3205
—women	—129	—3225
Practice Teaching	—261	—3215
School Librarianship	—329	—3242
Science	—322	—6045
Speech Consultant Program	—OISE—S566	—8923

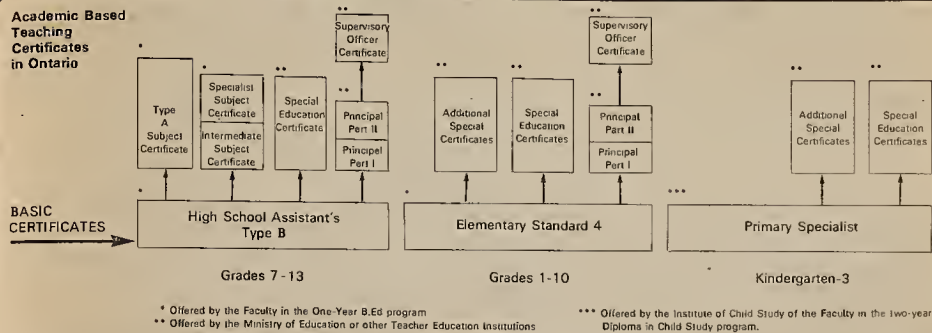
ORGANIZATIONAL STRUCTURE, FACULTY OF EDUCATION, UNIVERSITY OF TORONTO

Related Structures



CERTIFICATION

Academic Based Teaching Certificates in Ontario



How to Become a Teacher in Ontario

- After obtaining an acceptable undergraduate degree, (Graduate academic degrees are also a considerable asset in teaching, particularly for promotion & pay), to become a teacher in Ontario, you must:
- (1) Attend a College or Faculty of Education for a B.Ed. degree program;
 - (2) Receive an interim certificate granted by the Ministry of Education upon the successful completion of an approved program;
 - (3) Receive a teaching category; for Elementary teachers from the Qualifications Evaluation Council of Ontario Q.E.C.O. and/or for secondary teachers from the Ontario Secondary School Teachers Federation O.S.S.T.F.;
 - (4) Be employed by a Board of Education on the basis of your certification. Pay will be on the basis of your category.

EMPLOYMENT AS A TEACHER IN ONTARIO

Your employment in an elementary or secondary school in Ontario must be negotiated between you and the school board concerned. This may be done while in attendance at the Faculty or following graduation. The Faculty, through an employment committee, attempts to facilitate board-student contacts and provides information useful to both parties. The initiative, however, must come from you as soon as the school boards indicate they are prepared to offer positions.

You may be employed for a specific school and subject and grade level or you may be employed in a "pool" situation, for later specific assignment. Employment will depend on such factors as previous experience with children or adolescents, University and Faculty academic records interview impressions and special skills associated with extra curricular activities.

The subjects you can offer are of great importance. Demand in subject areas is difficult to determine. Firm information is not available, since trends vary from year to year. You may have to reconcile what you enjoy studying and teaching with what is in demand.

Teacher Certification—Secondary

To become qualified as a secondary school teacher in Ontario you must obtain a certificate granted by the Ministry of Education of Ontario. At first glance, the long list of certificates which may be granted and the different requirements which have to be met for each one may appear rather puzzling. However, this state of affairs is to be expected, since Ontario secondary schools offer so many courses and subjects that they require teachers who are specially qualified in particular fields. A qualified secondary school teacher in Ontario must hold one of three basic certificates. The teacher of an academic subject must have an approved university degree and the Interim High School Assistant's Certificate, Type B. This certificate, commonly called the H.S.A. Type B, entitles the holder to teach in a secondary school. It is valid for grades 7 to 13 inclusive.

The subjects classified as academic include the traditional subjects of English, History, Geography, Modern Languages and Classics, Mathematics, and Science and several subjects more recently added to the secondary school curriculum, such as Economics, Geology, World Politics and Psychology and Sociology (Man in Society). To teach certain practical subjects such as Visual Arts, Counsellor Education, Music, Business Education, Home Economics, Industrial Arts, School Librarianship, Dramatic Arts and Physical and Health Education, additional certificates are required. These certificates may be granted only to persons who hold the basic H.S.A. Type B, although one may qualify for them in the Type B program.

Teacher certification—Elementary

Students registered in the Faculty of Education, University of Toronto, have the opportunity of qualifying as teachers of both elementary and secondary schools in the Province of Ontario.

Students wishing to take this opportunity must select Elementary Education as a teaching subject along with one from the Secondary teaching category. Successful students will be awarded by the Minister of Education: (1) the Interim High School Assistant's Certificate, Type B, and (2) the Interim Elementary School Teacher's Certificate, Standard Four.

Interested students should note that Elementary Education alone requires twelve class hours per week. The total class load depends upon the nature of the second teaching subjects elected.

The program in Elementary Education is concerned with the content and teaching methods related to curricula in the public and separate schools of this province. In keeping with modern educational thought, emphasis is placed upon a high level of student participation in Faculty classes. Activities include lectures, seminars, discussions, workshops, demonstrations, field work, group assignments, studio classes, gymnasium classes, micro-teaching and practice teaching.

Students involved in Elementary Education at the Faculty of Education should be adaptable individuals who can adjust themselves easily to instructional conditions found in all grades between one and thirteen.

One advantage offered by the programme is that it permits the student to view at first hand a wide spectrum of elementary and secondary classes. Some very versatile candidates find themselves enjoying all levels of instruction, but most discover they are more comfortable and more efficient at a specific level. The broad experience in practice teaching, therefore, assists the student to find his proper place in the educational system.

For additional information regarding Elementary Education, write to the Chairman, Department of Elementary Education, Faculty of Education, University of Toronto, 371 Bloor Street West, Toronto, M5S 2R7.

Courses Leading to Additional Certificates

Courses leading to additional certificates in subjects such as Art, Business Education, Counsellor Education, Home Economics, Industrial Arts, Music, Physical and Health Education, School Librarianship and Dramatic Arts may be chosen as a teaching subject of the Type B program. The additional certificate will not be granted unless the candidate has satisfied the requirements for the basic certificate, the H.S.A. Type B.

Additional certificates are graded in most cases as Intermediate, Part I, Intermediate, Part II and Specialist. In most instances, after obtaining the Intermediate Part I in the regular program, additional summer courses will be required to attain the Intermediate, Part II, and Specialist Certificates.

Those taking both teaching subjects in Business Education with or without previous business background will complete Parts I and II of the Intermediate Certificate in Business Education and will not be required to attend summer school to qualify to teach business subjects in a secondary school.

Qualifying courses for additional certificates are given by the Ministry of Education or by the colleges and faculties of education in the summer (July, August) as well as by the colleges and faculties of education in the regular session. After graduating from the Faculty of Education with the H.S.A. Type B, many teachers subsequently obtain additional certificates through summer courses (see the current Ministry of Education announcement).

TYPE A CERTIFICATION

TYPE A SEMINARS—ONE YEAR PROGRAM

The Interim High School Assistant's Certificate, Type A is a specialized certificate in one or two subjects. It is based on a course of study additional to the program leading to the Interim High School Assistant's Certificate, Type B. Upon the completion of two years' successful teaching experience in Ontario, it may become a High School Specialist's Certificate, which is permanent, and qualifies the holder to become the head of a department in a secondary school. The Type A Certificate requirements are as follows.

Where the dean of a college or faculty of education at an Ontario university reports to the Deputy Minister that a candidate:

- has complied with admission requirements;
- holds a degree of Bachelor of Arts or Bachelor of Science from an Ontario university, or a degree the Minister considers equivalent thereto, in a program
 - that requires four years of university study, or the equivalent thereof, beyond Grade 13, to a total of at least sixty university credits, and
 - in which the candidate has obtained at least second class or equivalent standing in each of one or two specialist subjects including, in the case of two specialist subjects, at least forty-two university credits with not fewer than eighteen university credits in each of the specialist subjects or, in the case of one specialist subject, at least twenty-seven university credits; and
- has successfully completed a program of teacher education leading to an Interim High School Assistant's Certificate, Type A,

the Minister may grant to the candidate the appropriate Interim Type A Certificate.

NOTE

In the above university credit means a unit of recognition in respect of the successful completion of a university course such that sixty such university credits are required to complete a four-year university degree program beyond Grade 13."

No candidate will be awarded a High School Assistant's Certificate, Type A, before awarded a High School Assistant's Certificate, Type B. The Type A seminar may be taken by qualified applicants concurrently with the Type B program or in a summer program subsequent to the one-year program.

Final standing of a candidate in the High School Assistants' Type A program will be based on:

- the combined results of the term work and the final examination in the subject concerned

b the practical work in Type A seminars

c the practice teaching experience as assessed by the department concerned.

To be recommended, a candidate must obtain at least B standing in the final examinations (including sessional records) and in Practice Teaching for each Type A subject

TYPE A SEMINARS OFFERED

ART	HOME ECONOMICS
ANTHROPOLOGY	ITALIAN
BIOLOGY	LATIN
CHEMISTRY	MATHEMATICS
COMPUTER STUDIES	MUSIC
DRAMATIC ARTS	PHE WOMEN
ECONOMICS	PHE MEN
ENGLISH	PHYSICS
FRENCH	POLITICAL SCIENCE
GEOGRAPHY	PSYCHOLOGY
GEOLOGY	RUSSIAN
GERMAN	SOCIOLOGY
GREEK	SPANISH
HISTORY	

Summer Seminars Leading to the Interim H.S.A., Type A

A special course of six weeks (July and August) leading to the Interim H.S.A. Certificate, Type A, is offered at the Faculty of Education for teachers with the required academic standing who hold the H.S.A. Type B. Application for admission to the course must be made to the Registrar of the Faculty of Education by March 31.

Course information: Seminars will provide in-depth studies in subject areas for which a candidate is qualified, with emphasis on methods of presenting work at the Secondary School Honour Graduation level.

Certification: These seminars lead to the Interim High School Assistant's Certificate, Type A.

CERTIFICATION

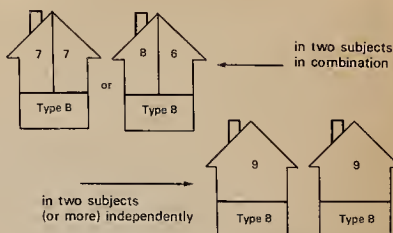
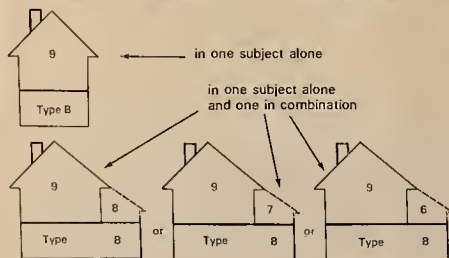
Possible Combinations—F.E.U.T.:

1. Type B (secondary)
- or 2. Type B and Standard Four (elementary)
- or 3. Type B and Type A (secondary). Type A may be in 1 or 2 subjects alone or in combination.
- or 4. Type B and Standard Four and Type A in one subject alone

The Standard four, Elementary Education program, is taken as *one* of the two teaching subjects in the Type B program. The Type A seminar is taken in addition to the Type B program.

The Type A Certificate is built on the foundation certificate, for secondary schools, the Type B Certificate. Type A Certificate COMBINATIONS are illustrated below. The numbers indicate the

number of full year, degree credit courses required out of a total of 20 after Ontario grade 13 level.



Further Certification Information

The basic function of the Faculty of Education is the training of teachers for professional service in elementary and secondary schools, especially in the schools of Ontario. Programs of the Faculty lead to *basic certificates* required for teaching in Ontario secondary, elementary and vocational schools, and a number of courses lead to *additional certificates* in areas of subject specialization. Teaching certificates are issued by the Ontario Ministry of Education on the recommendation of the Ocan.

Interim and Permanent Certificates

When a certificate is first granted upon completion of a Faculty or Ministry of Education course, it is an Interim Certificate valid for five years. After two years of teaching, certified successful by the Area or Municipal Director of Education, the holder may apply to the Ministry of Education, for a Permanent Certificate. The holder of an Interim H.S.A., Type B, may apply for a Permanent High School Assistant's Certificate and the holder of an Interim H.S.A., Type A, for a Permanent High School Specialist's Certificate.

Certification Inquiries

Inquiries regarding Ministry of Education regulations should be directed to the Teacher Education and Certification Branch, Ministry of Education, Mowat Block, Queen's Park, Toronto, M7A 1L8.

The High School Assistant's Certificate, Type B, awarded by the Ontario Ministry of Education, qualifies the holder to teach academic subjects in the intermediate and senior divisions of Ontario schools. This is the basic certificate. When issued, it is interim (valid for five years), but it may become a Permanent High School Assistant's Certificate when the holder has completed two years' successful teaching experience in Ontario in the intermediate or senior divisions. No candidate will be awarded a Type A Certificate or additional certificates or credits before being awarded the High School Assistant's Certificate, Type B.

All certificates referred to in this bulletin are interim, not permanent, when issued.